Comprehensive School Safety Plan

2025-2026
School Year

School: Intensive Learning Center (ILC).

CDS Code: 19643036011613

District: Bellflower Unified School District

Address: 4718 East Michelson Street
Lakewood, CA 90712-1851

Date of Adoption: December 17, 2025

Date of Update: December 11, 2025

Date of Review:

- **with Staff** December 10, 2025
- **with Law Enforcement** December 11, 2025
- **with Fire Authority** December 11, 2025

Approved by:

Name	Title	Signature	Date
Sam Platis	Principal / Chairperson		
Miriam Mendez	Teacher		
Nicole Jones	Vice Chairperson / Parent		
Megan Ramos	Secretary / Parent		
Velia Carrillo	Parent		
Tiany Reyes	Parent		
Jacqueline Arreola	Parent		
Nancy Rojas	Assistant Principal		
Claudio Ribas	Teacher		
Leticia Arrizon	Teacher		

Table of Contents

Comprehensive School Safety Plan Purpose 5

Safety Plan Vision 5

Components of the Comprehensive School Safety Plan (EC 32281) 6

Comprehensive School Safety Plan Checklist 10

REQUIRED COMPONENTS FOR A COMPREHENSIVE SCHOOL SAFETY PLAN 10

- Date Completed 10
- Initials 10

TABLE OF CONTENTS 10

COMPREHENSIVE SCHOOL SAFETY PLAN FLOW CHART 11

SCHOOL SUSPENSION AND EXPULSION 12

- August 2024 & Ongoing 12

Comprehensive School Safety Plan Flow Chart 17

- (A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166) 19
- (B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100) 19
- Disaster Plan (See Appendix C-F) 19
- Adaptations for Students with Disabilities 19
- (C) School Suspension, Expulsion and Mandatory Expulsion Guidelines 21
- (D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079) 23
- (E) Discrimination and Sexual Harassment Policies (EC 212.6 [b]) 25
- (F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183) 38
- (G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2) 40
- (H) Comprehensive School Improvement Plan for a Healthy, Safe, and Secure School Environment 41
  - Social Climate 41
  - Physical Environment 43
  - Other (optional) 45
- (I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5) 46
- Intensive Learning Center (ILC). Student Conduct Code 46
- Conduct Code Procedures 48

(J) Hate Crime Reporting Procedures and Policies 49
Procedures for Preventing Acts of Bullying and Cyber-bullying 50
Opioid Prevention and Life-Saving Response Procedures 50
Response Procedures for Dangerous, Violent, or Unlawful Activity 51
Instructional Continuity Plan 51
Introduction and Purpose of the Instructional Continuity Plan (ICP) 51
Engagement with Pupils and Families 51
Access to Instruction 52
Instructional Continuity 53
Access (Equity, Accessibility, and Inclusion) 54
Professional Learning 54
Well-Being and Support Services 55
Site-Based Collaboration 55
Return to Site-Based Learning 55
Integration with Comprehensive School Safety Plan (CSSP) 55
Review and Updates of this Instructional Continuity Plan (ICP) 55
Safety Plan Appendices 57
Emergency Contact Numbers 58
Safety Plan Review, Evaluation and Amendment Procedures 59
Intensive Learning Center (ILC). Incident Command System 60
Incident Command Team Responsibilities 61
Emergency Response Guidelines 65
Step One: Identify the Type of Emergency 65
Step Two: Identify the Level of Emergency 65
Step Three: Determine the Immediate Response Action 65
Step Four: Communicate the Appropriate Response Action 65
Types of Emergencies & Specific Procedures 66
Aircraft Crash 66
Animal Disturbance 66

Armed Assault on Campus 66
Biological or Chemical Release 66
Bomb Threat/ Threat Of violence 67
Bus Disaster 68
Disorderly Conduct 68
Earthquake 68
Explosion or Risk Of Explosion 69
Fire in Surrounding Area 69
Fire on School Grounds 69
Flooding 69
Loss or Failure Of Utilities 69
Motor Vehicle Crash 69
Pandemic 69
Psychological Trauma 70
Suspected Contamination of Food or Water 70
Tactical Responses to Criminal Incidents 70
Unlawful Demonstration or Walkout 70
Emergency Evacuation Map 71
Safety Drill Forms 74

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 ofthe 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 I, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- 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 will be 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 4718 E. Michelson St. Lakewood, CA 90712.

Safety Plan Vision

BUSD will provide all students with safe, collaborative conditions for learning..

Components of the Comprehensive School Safety Plan (EC 32281)

Intensive Learning Center (ILC). Safety Committee
Evelyne Almada, Nancy Rojas, Maria Alvear, Patricia Soto, and Patricia Zaldivar

Assessment of School Safety
Please see attachments...

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

BP 0450

Comprehensive School Safety Plan

The Board of Education recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others. The school site council at each district school shall develop a comprehensive school safety plan relevant to the needs and resources of that particular school. New school campuses shall develop a safety plan within one year of initiating operations. The school safety plan shall take into account the school's staffing, available resources, and building design, as well as other factors unique to the site. The comprehensive safety plan(s) shall be reviewed and updated by March 1 of each year and forwarded to the Board for approval. The Board shall review the comprehensive safety plan(s) in order to ensure compliance with state law, Board policy, and administrative regulation and shall approve the plan(s) at a regularly scheduled meeting. By October 15 of each year, the Superintendent or designee shall notify the California Department of Education of any schools that have not complied with the requirements of Education Code 32281.

Tactical Response Plan

Notwithstanding the process described above, any portion of a comprehensive safety plan that addresses tactical responses to criminal incidents that may result in death or serious bodily injury at the school site, including steps to be taken to safeguard students and staff, secure the affected school premises, and apprehend the criminal perpetrator(s), shall be developed by district administrators in accordance with Education Code 32281. In developing such strategies, district administrators shall consult with law enforcement officials and with representative(s) of employee bargaining unit(s), if they choose to participate. When reviewing the tactical response plan, the Board may meet in closed session to confer with law enforcement officials, provided that any vote to approve the tactical response plan is announced in open session following the closed session..

Access to Safety Plan(s)

The Superintendent or designee shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public. However, those portions of the comprehensive safety plan that include tactical responses to criminal incidents shall not be publicly disclosed. The Superintendent or designee shall share the comprehensive safety plans and any updates to the plans with local law enforcement, the local fire department, and other first responder entities.

AR 0450

Comprehensive School Safety Plan

The school site council shall consult with local law enforcement in the writing and development of the comprehensive school safety plan. When practical, the school site council also shall consult with other school site councils and safety committees. (cf. 0420 - School Plans/Site Councils)

The school site council may delegate the responsibility for developing a comprehensive safety plan to a school safety planning committee composed of the following members:

1. The principal or designee
2. One teacher who is a representative of the recognized certificated employee organization
3. One parent/guardian whose child attends the school
4. One classified employee who is a representative of the recognized classified employee organization
5. Other members, if desired

Before adopting the comprehensive safety plan, the school site council or school safety planning committee shall hold a public meeting at the school in order to allow members of the public the opportunity to express an opinion about the plan.

The school site council or safety planning committee shall notify, in writing, the following persons and entities of the public meeting:

1. The local mayor
2. A representative of the local school employee organization
3. A representative of each parent organization at the school, including the parent teacher association and parent teacher clubs
4. A representative of each teacher organization at the school
5. A representative of the school's student body government
6. All persons who have indicated that they want to be notified

In addition, the school site council or safety planning committee may notify, in writing, the following entities of the public meeting:

1. Representatives of local religious organizations
2. Local civic leaders
3. Local business organizations

Content of the Safety Plan

Each comprehensive safety plan shall include an assessment of the current status of any crime committed on campus and at school-related functions. The assessment may include, but not be limited to, reports of crime, suspension and expulsion rates, and surveys of students, parents/guardians, and staff regarding their perceptions of school safety.
The plan also shall identify appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, including all of the following:
1. Child abuse reporting procedures consistent with Penal Code 11164
2. Routine and emergency disaster procedures including, but not limited to:
a. Adaptations for students with disabilities in accordance with the Americans with Disabilities Act
b. An earthquake emergency procedure system in accordance with Education Code 32282
c. A procedure to 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
3. Policies pursuant to Education Code 48915(d) for students who commit an act listed in Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations
4. Procedures to notify teachers of dangerous students pursuant to Education Code 49079
5. A policy consistent with the prohibition against discrimination, harassment, intimidation, and bullying pursuant to Education Code 200-262.4
6. If the school has adopted a dress code prohibiting students from wearing "gang-related apparel" pursuant to Education Code 35183, the provisions of that dress code and the definition of "gang-related apparel"
7. Procedures for safe ingress and egress of students, parents/guardians, and employees to and from school
8. A safe and orderly school environment conducive to learning
9. The rules and procedures on school discipline adopted pursuant to Education Code 35291 and 35291.5
Among the strategies for providing a safe environment, the school safety plan may also include:
1. Development of a positive school climate that promotes respect for diversity, personal and social responsibility, effective interpersonal and communication skills, self-esteem, anger management, and conflict resolution
2. Disciplinary policies and procedures that contain prevention strategies, such as strategies to prevent bullying, hazing, and cyber bullying, as well as behavioral expectations and consequences for violations
3. Curriculum that emphasizes prevention and alternatives to violence, such as multicultural education, character/values education, media analysis skills, conflict resolution, community service learning, and education related to the prevention of dating violence
4. Parent involvement strategies, including strategies to help ensure parent/guardian support and reinforcement of the school's rules and increase the number of adults on campus
5. Prevention and intervention strategies related to the sale or use of drugs and alcohol which shall reflect expectations for drug-free schools and support for recovering students
6. Collaborative relationships among the city, county, community agencies, local law enforcement, the judicial system, and the schools that lead to the development of a set of common goals and community strategies for violence prevention instruction
7. District policy related to possession of firearms and ammunition on school grounds
8. Measures to prevent or minimize the influence of gangs on campus
9. Procedures for receiving verification from law enforcement when a violent crime has occurred on school grounds and for promptly notifying parents/guardians and employees of that crime
10. Assessment of the school's physical environment, including a risk management analysis and development of ground security measures such as procedures for the closing campuses to outsiders, installing surveillance systems, securing the campus perimeter, protecting buildings against vandalism, and providing for a law enforcement presence on campus
11. Crisis prevention and intervention strategies, which may include the following:
a. Identification of possible crises that may occur, determination of necessary tasks that need to be addressed, and development of procedures relative to each crisis, including the involvement of law enforcement and other public safety agencies as appropriate
b. Threat assessment strategies to determine the credibility and seriousness of a threat and provide appropriate interventions for the potential offender(s)
c. Assignment of staff members responsible for each identified task and procedure
d. Development of an evacuation plan based on an assessment of buildings and grounds and opportunities for students and staff to practice the evacuation plan
e. Coordination of communication to schools, Board of Education members, parents/guardians, and the media
f. Development of a method for the reporting of violent incidents
g. Development of follow-up procedures that may be required after a crisis has occurred, such as counseling
10. Staff development in violence prevention and intervention techniques, including preparation to implement the elements of the safety plan

Safety Program

Each principal or designee shall establish school rules for the safe and appropriate use of school equipment and materials and for student conduct consistent with law, Board policy, and administrative regulation. Copies of the rules shall be distributed to parents/guardians and shall be readily available at the school at all times.

Release of Students

Students shall be released during the school day only to the custody of an adult if:

1. The adult is the student's custodial parent/guardian.
2. The adult has been authorized on the student's emergency card as someone to whom the student may be released when the custodial parent/guardian cannot be reached, and the principal or designee verifies the adult's identity.
3. The adult is an authorized law enforcement officer acting in accordance with law.
4. The adult is taking the student to emergency medical care at the request of the principal or designee.

Supervision of Students

The principal or designee shall require all individuals supervising students to remain alert in spotting dangerous conditions, promptly report any such conditions to the principal or designee, and file a written report on such conditions as appropriate.

In arranging for appropriate supervision on playgrounds, the principal or designee shall:

1. Where playground supervision is not otherwise provided, provide for school employees to supervise the conduct and safety, and direct the play, of students who are on school grounds before and after school and during recess and other intermissions (5 CCR 5552)
2. Clearly identify supervision zones on the playground and require all playground supervisors to remain outside at a location from which they can observe their entire zone of supervision
3. Consider the size of the playground area, the number of areas that are not immediately visible, and the age of the students to determine the ratio of playground supervisors to students

Playground Safety

Any new playground or any replacement of equipment or modification of components inside an existing playground shall conform to standards set forth by the American Society for Testing and Materials and the guidelines set forth by the U.S. Consumer Product Safety Commission. (Health and Safety Code 115725) Any playground installed between January 1, 1994, and December 31, 1999, shall conform to these standards not later than 15 years after the date of installation. (Health and Safety Code 115725)

Laboratory Safety

The principal of each school offering laboratory work shall develop procedures for laboratory safety and designate a trained certificated employee to implement and regularly review these procedures.

Bellflower Unified School District
Comprehensive School Safety Plan Checklist
Safety Plan Examples
2024-2025

Upload all highlighted documents into attachments, check off each item as it is completed, note the date and initial for completion

REQUIRED COMPONENTS FOR A COMPREHENSIVE SCHOOL SAFETY PLAN	Date Completed Initials
Education Code Section 32280 - 32289	
LEGAL MANDATES It is the intent of the Legislature that all California public schools, in kindergarten, and grades 1 to 12, inclusive, operated by school districts, in cooperation with local law enforcement agencies, community leaders, parents, pupils, teachers, administrators, and other persons who may be interested in the prevention of campus crime and violence, develop a comprehensive school safety plan that addresses the safety concerns identified through a systematic planning process. For the purposes of this section, law enforcement agencies include local police departments, county sheriffs' offices, school district police or security departments, probation departments, and district attorneys' offices. For purposes of this section, a "safety plan" means a plan to develop strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on the school campus. **Comprehensive School Safety Plan** The Comprehensive School Safety Plan is written and developed by a School Site Council. The School Site Council may delegate this responsibility to the School Safety Planning Committee made up of the following members: principal or principal's designee, one teacher who is a representative of the recognized certificated employee organization, one parent whose child attends the school, one classified employee who is a representative of the recognized employee organization, and other members, if desired. Before adopting the Comprehensive School Safety Plan, the School Site Council or School Safety Planning Committee shall hold a public meeting at the school site in order to allow members of the public the opportunity to express an opinion about the school safety plan.	August 2024
TITLE PAGE • School Information and Approval Dates (in DTS) • Safety Committee and School Site Council Members (in DTS) • Signatures of Approval	January 2025
TABLE OF CONTENTS	
Education Code Section 32282	
COMPREHENSIVE SCHOOL SAFETY PLAN PURPOSE Identify appropriate areas of concern, strategies, action steps, expected outcomes, validation, persons responsible and timelines for the following areas: I. School's Personal Characteristics; II. School's Physical Environment; III. School's Social Environment; and IV. School's Culture. • School Address (in DTS) • Safety Plan Vision, BUSD Goal 1 (in DTS)	August 2024 & Ongoing
Education Code Section 32281	
COMPONENTS OF THE COMPREHENSIVE SCHOOL SAFETY PLAN The School Site Council (SSC) or the School Safety Planning Committee shall consult with a representative from a law enforcement agency in the writing and development of the Comprehensive School Safety Plan. The Safety Plan shall include tactical responses to criminal incidents developed in consultation with law enforcement. • Safety Committee Members • Assessment of School Safety Assessing the current status of school crime committed at the school and at school-related functions. This may be accomplish by reviewing the following types of information:	November 2024 and Ongoing November 2024 and Ongoing

• School Profile • Discipline Data in Aeries (Discipline Distribution Report) Strategies and Programs to Provide and Maintain a High Level of Safety • School Response Plan • BUSD District Map • School Site Diagram • Google Earth Aerial Map • BP 0450 & AR 0450 Comprehensive School Safety Plan • AR 5142 Safety Program • Location of Gates for First Responders • Organizational Chart	
COMPREHENSIVE SCHOOL SAFETY PLAN TIMELINE	
COMPREHENSIVE SCHOOL SAFETY PLAN FLOW CHART	
Education Code Section 32282	
CHILD ABUSE REPORTING PROCEDURES Child abuse reporting procedures consistent with Article 2.5 (commencing with Section 11164) of Chapter 2 of Title 1 of Part 4 of the Penal Code. • BP 5141.4 Child Abuse Reporting • Suspected Child Abuse Report Form [SS8572] & General Instructions for each site Verification of Child Abuse Training for Staff, Beginning of the Year Meeting Agenda • Verification of Child Abuse Training for Staff, Beginning of the Year Meeting Agenda.	August 2024 & Ongoing
DISASTER PROCEDURES Disaster Preparedness Plan and Emergency Procedures, including earthquake emergency procedures and procedures to allow the use of school facilities for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare and a program to ensure that pupils and both certificated and classified staff are aware of and are trained in the emergency procedure systems: The Disaster Preparedness Plan shall address, but not be limited to the following types of emergencies and disasters and protective measures to be taken before, during and after: I. Establishing an earthquake emergency procedure system. II. A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of pupils and staff. III. A drop procedure whereby each pupil and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. Disaster Plan • BP 3516 Emergency Procedures • School Safety Plan Overview, including chain of command, personnel responsibilities, and organizational plan for emergency response: 1. A school building disaster plan, including but not limited to: fire; earthquake or other natural disasters; lockdown; bomb threat or actual detonation; environmental hazards, chemical spills and biological materials; medical emergencies; and crisis response. 2. School sweep team, evacuation routes & student release locations. 3. Protective measures to be taken before, during, and after an earthquake or disaster. 4. A program to ensure that pupils and both the certificated and classified staff are aware of, and properly trained in, the earthquake and other emergency disaster procedures. • Active Shooter How to Respond • Site Emergency Utility Shut-Offs Map • Emergency Supply Inventory (emergency bin) • Emergency Supply Inventory (first aid kits within the bin) • Emergency bin supplies are inventoried and expired items have been replaced. • Tiered Release Survey (make a copy then send it out to your staff) • Adaptations for Students with Disabilities (in DTS) Public Agency Use of School Buildings for Emergency Shelters • BP 1330 Use of Facilities	

SCHOOL SUSPENSION AND EXPULSION
 	
Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations pursuant to Article 1 (commencing with Section 48900) of Chapter 6 of Part 27 of Division 4 of Title 2.
 	
• BP 5144.1 Suspension and Expulsion Due Process
• BP 5131.7 Weapons and Dangerous Instruments
• Suspension and Expulsion School Data, Discipline Distribution Report in Aeries, or other data.
• Suspension Dashboard
• School Discipline Forms:
  ○ Notice of Classroom Suspension
  ○ Administrative Detention
  ○ Community Service Agreement and Student Log (Secondary)
  ○ School Based Supervision Program, Probation (Secondary)
  ○ Other:
	August 2024 & Ongoing

DANGEROUS PUPILS • Sample of BUSD Memo to Teachers • School Site Memo to Teachers	August 2024 & Ongoing
DISCRIMINATION AND SEXUAL HARASSMENT POLICIES A discrimination and harassment policy consistent with the prohibition against discrimination contained in Chapter 2 (commencing with Section 200) of Part I. • BP 5145.3 & AR 5145.3 Nondiscrimination/Harassment (Students) • BP & AR 4119.11, BP & AR 4319.11 Sexual Harassment (Personnel) • BP 5145.7 & AR 5145.7 Sexual Harassment (Students)	August 2024 & Ongoing
DRESS CODE The provisions of any school wide dress code, pursuant to Section 35183 that prohibits pupils from wearing "gang-related apparel." • BP 5132 Dress and Grooming • School Dress Code (Includes prohibition of gang-related apparel)	August 2024 & Ongoing
SAFE INGRESS AND EGRESS Procedures for safe ingress and egress of pupils, parents, and school employees to and from school. • BP 1250 Visitors/Outsiders • BP 5131.1 Bus Driver's Authority • Safe Routes to School • Bicycle Test and Contract	August 2024 and Ongoing
Education Code Section 32281, 32282 and 32282.1	
SECURE SCHOOL ENVIRONMENT There are two components of a safe and orderly environment: *the social climate* - people and programs; and *the physical environment* - place. The two components must be updated annually and need to have at least one measurable goal for each. **SECURE SCHOOL ENVIRONMENT: SOCIAL CLIMATE** • SMART Goal: Social Climate - Update in PBIS Evidence	August 2024 & Ongoing
SECURE SCHOOL ENVIRONMENT: PHYSICAL ENVIRONMENT • SMART Goal: Physical Environment - Update in PBIS Evidence	August 2024 & Ongoing

Education Code 32282	
SCHOOL DISCIPLINE School Discipline Rules and Consequences • BP 5144 Discipline • BP 5145.12 Search and Seizure • Site School Rules/Discipline Matrix • Behavior Referrals • Site PBIS Committee List & Schedule • RISE Program and Agreement (Secondary) Code of Conduct Procedures • BP 5131 Conduct	August 2024 & Ongoing
HATE CRIME REPORTING PROCEDURES Requires the inclusion of hate crime reporting procedures in the comprehensive safe school plan. • BP 5145.9 Hate-Motivated Behavior	August 2024 & Ongoing
PROCEDURES FOR PREVENTING ACTS OF BULLYING AND CYBER-BULLYING Identify appropriate strategies and programs that create and maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, including strategies to prioritize mental health, and positive behavior interventions and supports. • BP 5131.2 Bullying BUSD Bullying • Protocols and Policies • Ed Code 234 & 234.1 Safe Place to Learn Act • Stop the Bullying Brochure • Verification of Internet Safety Certification	August 2024 & Ongoing
Education Code 32281	
EMERGENCY CONTACT NUMBERS • Emergency Contacts and Phone Numbers (in DTS)	January 2025
SAFETY PLAN REVIEW The School Site Council (SSC) shall write and develop a comprehensive school safety plan relevant to the needs and resources of that particular school (EC 32281). The School Site Council may delegate this responsibility to a school safety planning committee made up of the following members: principal or principal's designee, one teacher who is a representative of the recognized certificated employee organization, one parent whose child attends the school, one classified employee who is a representative of the recognized classified employee organization, and any other interested members, if desired. • Meeting, Dates and Times • Invitation to Public Meeting. Invite the Mayor, Lakewood Safety Department, BTA members, CSEA members, PTA members, student body & anyone else who has expressed interest in attending. • Meeting Agendas and Minutes (If public meeting is held during SSC, please document in the minutes) SSC Minutes that Include Public Meeting • Invite 24 Defender to a meeting (safety plan meeting or SSC meeting) to review the safety plan • Schedule a campus walkthrough with 24 Defender (Marco Martinez)	January 2025
INCIDENT COMMAND SYSTEM • Incident Command System (in DTS)	January 2025
INCIDENT COMMAND TEAM RESPONSIBILITIES • Incident Command Team Responsibilities (in DTS)	January 2025
EMERGENCY RESPONSE GUIDELINES	

EMERGENCIES
 	
• BUSD Bomb Threat Call Procedures
• Disaster Procedures
  ○ Earthquake
  ○ Fire on School Grounds
  ○ Pandemic
• Update your verbiage for lockdown drills using "lockout" for a shelter in place situation.
	January 2025

EMERGENCY EVACUATION MAP • Site Evacuation Map	January 2025
SAFETY DRILL FORMS • Fire and Earthquake Drill Forms • Copies of School Site Drills • Emergency Drill Schedule • Emergency Drill Schedule for Expanded Learning Programs • Daily Playground Inspection Report	August 2024 & Ongoing
COMPREHENSIVE SCHOOL SAFETY PLAN TIMELINE • Timeline initialed and uploaded	Prior to December 20, 2024

COMPREHENSIVE SCHOOL SAFETY PLAN

SCHOOL SITE COUNCIL * SCHOOL SAFETY PLANNING COMMITTEE

The School Site Council (SSC) shall write and develop a comprehensive school safety plan relevant to the needs and resources of that particular school (*EC 32281)*. The School Site Council may delegate this responsibility to a school safety planning committee made up of the following members: principal or principal's designee, one teacher who is a representative of the recognized certificated employee organization, one parent whose child attends the school, one classified employee who is a representative of the recognized classified employee organization, and any other interested members, if desired.

NAME (Print)	**SIGNATURE**
Chairperson	
Principal	
Classified	

Date: _____

COMPREHENSIVE SCHOOL SAFETY PLAN

LAW ENFORCEMENT & DISTRICT APPROVAL

The Comprehensive School Safety Plan (CSSP) is required by Education Code 32282-32289 to be reviewed and updated annually and subsequently submitted for approval by the School Site Council or School Safety Planning committee as well as to the district's governing board or county office of education. The contents of the CSSP should include at a minimum, information assessing the current status of school crime committed on school campus and at school-related functions, strategies and programs that provide or maintain a high level of school safety, and procedures for complying with existing laws related to school safety.

Reviewed and Approved by:

- An evaluation of the Comprehensive School Safety Plan goals took place on _____ [EC32288].
- A hearing was held on _____ at the school to obtain public input pursuant to [EC32288].
- School staff was advised of the updated school safety plan during a faculty meeting [EC 35294.2(e)].
- The most current copy of the Comprehensive School Safety Plan is available in the school office for public review.

This Comprehensive School Safety Plan has been reviewed by a member of a law enforcement agency.

SIGNATURE:

_____ _____

Name **Title**

_____ _____

Agency **Date**

This Comprehensive School Safety Plan has been reviewed by a member of a fire department agency.

SIGNATURE:

_____ _____

Name **Title**

_____ _____

Agency **Date**

The Comprehensive School Safety Plan was submitted to the office of Special Education and Student Support for approval.

APPROVED BY:

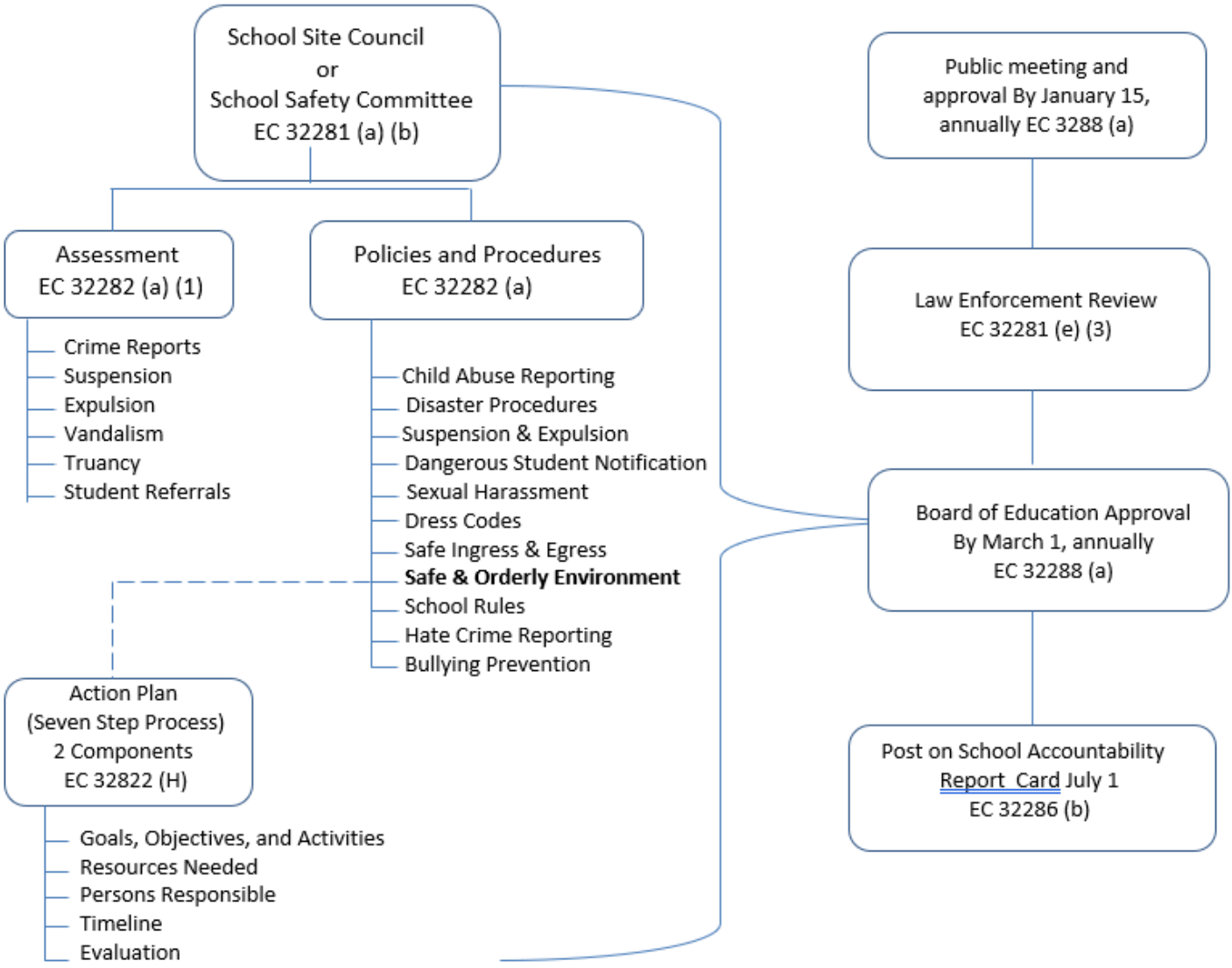
_____ _____

Assistant Superintendent **Date**

Comprehensive School Safety Plan was submitted to the Board of Education for approval.

APPROVAL DATE: _____

Comprehensive School Safety Plan Flow Chart
EC 32280 et seq



[All plans and materials shall be readily available for inspection by the public EC 32282 (e)]

COMPREHENSIVE SCHOOL SAFETY PLAN
EC 32280

On October 6, 1997, Senate Bill 187, chapter 736, was signed into law by Governor Wilson. All public schools, in kindergarten, and grades 1 to 12, inclusive, operated by school districts, develop a comprehensive school safety plan that addresses the safety concerns identified. A "safety plan" means a plan to develop strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on the school campus.

Required Elements
Each school safety plan shall include the following elements:

1. An assessment of the current status of school crime for each site;
2. Appropriate programs and strategies that Provide School Safety:

- Child abuse reporting procedures
- Disaster Response Procedures
- Suspension, expulsion policies
- Procedures for Notifying Teachers about Dangerous Pupils
- Sexual harassment policy
- Schoolwide dress code prohibiting gang-related apparel
- Procedures for safe ingress and egress to and from school. *Applies to pupils, parents, and school employees*
- Procedures to Ensure a Safe and Orderly environment
- *The Social Climate,* People & Programs (component 1)
- *The Physical Environment,* Place (component 2)
- Rules and procedures on school discipline
- Hate Crime Policies and Procedures
- Bullying Prevention Policies and Procedures
- Guidelines for Professionals (optional)

Compliance Issues
In order to ensure compliance, each school shall forward its completed plan to its Governing Board for approval. In addition, each school shall meet all of the following requirements:

- Comprehensive school safety plans shall be written and developed by each schoolsite council, unless delegated to a school safety planning committee.
- If delegated, the school safety committee shall be made up of the following members: principal or designee, teacher representative, parent of an attending student, classified employee, and other members, if desired.
- A local law enforcement agency representative shall be consulted with regarding the development and writing of the plan.
- Each school shall review, update and its Governing Board adopt its comprehensive school safety plan by *March 1,*every year.
- Before final adoption of the plan, a public meeting shall be held by the schoolsite council or school safety planning committee to allow for public input.
- Each school district or county office of education shall notify the State Department of Education by October 15th of any school that fails to develop a comprehensive school safety plan by the previous March 1st.
- Each school shall report on the status of its school safety plan in the annual school accountability report card.

The comprehensive school safety plan shall be evaluated and amended, as needed, no less than once a year to ensure that the plan is properly implemented. An updated file of all safety-related plans and materials shall be maintained and readily available for inspection by the public.

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

BP 5141.4 Students

Child Abuse Reporting

The Board of Education recognizes that child abuse has severe consequences and that the district has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse. The Superintendent or designee shall establish procedures for the identification and reporting of such incidents in accordance with law.

Employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect. Mandated reporters shall not investigate any suspected incidents but rather shall cooperate with agencies responsible for investigating and prosecuting cases of child abuse and neglect.

The Superintendent or designee shall provide training regarding the reporting duties of mandated reporters.

In the event that training is not provided to mandated reporters, the Superintendent or designee shall report to the California Department of Education the reasons that such training is not provided. (Penal Code 11165.7).

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

Disaster Plan (See Appendix C-F)

BP 3516 Business and Non-instructional Operations

Emergency Procedures

The Emergency Procedures policy is to provide for the safety and welfare of all students and school personnel in the schools. Earthquake, emergency, fire, and take-cover procedures in schools within the district shall be in conformance with state, county, and city requirements.

The Superintendent shall be responsible for the preparation of the Emergency Preparedness Plan for the school district which would include:

1. District personnel responsibilities
2. Major procedures to follow in an emergency
3. Radio procedures and post emergency responsibilities
4. Preparation of an Emergency Preparedness Plan at each site
5. Emergency preparedness equipment and supplies
6. Preparation and training procedures for an emergency
7. Master calendar of emergency drills
8. Designation of an emergency coordinator for the school district

Adaptations for Students with Disabilities

Ensure pathways are clear and wheelchair accessible prior to an emergency

Assign buddies to alert individuals of an emergency and assist them as needed during an emergency

Turn lights on/off to alert, wave arms, or touch the person on the elbow or shoulder to gain their attention

Identify areas of refuge or stairwell where a wheelchair user can wait for assistance during an emergency if they do not wish to be removed from their wheelchair.

If danger is imminent, use a sturdy chair to move the person or help carry them to safety using a carrying technique or, if available, an evacuation chair.

Ensure mobility devices are reunited with the person as soon as possible.

Observe behavior and assist as needed. Alarms, smoke, and/or crowds may be overwhelming. Provide noise canceling headphones if needed.

Provide reassurance: Ask how best to help and offer to stay with the person if needed once evacuated.

Public Agency Use of School Buildings for Emergency Shelters

BP 1330 Community Relations

Use Of School Facilities

The Board of Education recognizes that district facilities are a community resource whose primary purpose is to be used for school programs and activities. The Board authorizes the use of school facilities by community groups for purposes provided for in the Civic Center Act when such use does not interfere with the educational functions of the school.

The Board believes that school facilities provide an important link between the district and community. The Board authorizes the use of school facilities without charge by nonprofit organizations, and clubs, or associations organized to promote youth and school activities. Other groups requesting the use of school facilities under the Civic Center Act shall be charged at least direct costs.

Use of Facilities for Religious Services

The Board of Education may grant the use of school facilities or grounds for a church or religious organization to conduct religious services for temporary periods, on a one-time, or annual renewable basis, if the organization has no suitable meeting place and a charge is made representing the fair rental value.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

BP 5144.1 Students

Suspension And Expulsion/Due Process

The Board of Education desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

To correct the behavior of any student who is subject to discipline, the Superintendent or designee shall, to the extent allowed by law, first use alternative disciplinary strategies specified in AR 5144 - Discipline. (Education Code 48900.5)

Alternatives to suspension or expulsion also shall be used with students who are truant, tardy, or otherwise absent from assigned school activities.

Except for single acts of a grave nature or offenses for which suspension or expulsion is required by law, suspension or expulsion shall be used only when other means of correction have failed to bring about proper conduct or the student's presence causes a continuing danger to himself/herself or others.

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be those specified in law and administrative regulation.

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, and in accordance with the district's nondiscrimination policies.

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5).

Removal from Class by a Teacher and Parental Attendance

When suspending a student from class for committing an obscene act, engaging in habitual profanity or vulgarity, disrupting school activities, or otherwise willfully defying valid staff authority, the teacher of the class may require any parent/guardian who lives with the student to attend a portion of the school day in the class from which the student is being suspended, to assist in resolving the classroom behavior problems. (Education Code 48900.1)

Teachers should reserve the option of required parental attendance for cases in which they have determined that it is the best strategy to promote positive interaction between the teacher and the student and his/her parents/guardians and to improve the student's behavior.

Any teacher requiring parental attendance pursuant to this policy shall apply the policy uniformly to all students within the classroom. (Education Code 48900.1)

When a teacher requires parental attendance, the principal shall send a written notice to the parent/guardian stating that his/her attendance is required pursuant to law. (Education Code 48900.1)

A parent/guardian who has received a written notice shall attend class as specified in the notice. After completing the classroom visit and before leaving school premises, the parent/guardian also shall meet with the principal or designee. (Education Code 48900.1)

At the meeting with the student's parent/guardian, the principal or designee shall explain the district's and school's discipline policies, including the disciplinary strategies that may be used to achieve proper student conduct.

When a parent/guardian does not respond to the request to attend school, the principal or designee shall contact him/her by telephone, mail, or other method that maintains the confidentiality of the student's records.

District regulations and school-site rules for student discipline shall include procedures for implementing parental attendance requirements. Parents/guardians shall be notified of this policy prior to its implementation. (Education Code 48900.1)

Decision Not to Enforce Expulsion Order

On a case-by-case basis, the enforcement of an expulsion order may be suspended by the Board pursuant to the requirements of law and administrative regulation. (Education Code 48917)

BP 5131.7 Students

Weapons And Dangerous Instruments

The Board of Education recognizes that students and staff have the right to a safe and secure campus free from physical and psychological harm and desires to protect them from the dangers presented by firearms and other weapons.

Possession of Weapons

The Board prohibits any student from possessing weapons, imitation firearms, or other dangerous instruments, as defined in law and administrative regulation, in school buildings, on school grounds or buses, at school-related or school-sponsored activities away from school, or while going to or coming from school.

Under the power granted to the Board to protect the safety of students, staff, and others on district property and to maintain order and discipline in the schools, any school employee is authorized to confiscate any prohibited weapon, imitation firearm, or dangerous instrument from any student on school grounds.
Unless he/she has obtained prior written permission as specified below, a student possessing or threatening others with any weapon, dangerous instrument, or imitation firearm shall be subject to suspension and/or expulsion in accordance with law, Board policy, and administrative regulations.
The principal or designee shall notify law enforcement authorities when any student possesses a firearm, explosive, or other prohibited weapon or dangerous instrument without permission, sells or furnishes a firearm, or commits any act of assault with a firearm or other weapon. (Education Code 48902; Penal Code 245, 626.9, 626.10; 20 USC 7151)

Advance Permission for Possession of a Weapon for Educational Purposes
The parent/guardian of a student who desires to possess a firearm, imitation firearm, or other prohibited weapon on school grounds for an educational purpose shall, at least five school days in advance of the planned possession, submit a written request to the principal which explains the planned use of the weapon and the duration. The student shall also submit a written explanation from the staff person responsible for the school-sponsored activity or class.
The principal may grant permission for such possession when he/she determines that it is necessary for a school-sponsored activity or class or as part of the educational program. Factors that shall be considered include, but are not limited to, the planned use of the weapon, the duration and location of the planned use, whether an audience is expected, and any perceived adverse effects to the safety and well-being of students or staff. If the principal grants such permission, he/she shall provide the student and staff person with a written explanation regarding any limitations and the permissible duration of the student's possession.
When the principal or designee grants permission, he/she shall take all necessary precautions to ensure the safety of all persons on school grounds, including, but not limited to, inspecting a firearm to verify that no live ammunition is present. Any weapon allowed shall be stored in a locked vehicle or in an appropriate, locked container before and after its authorized use.
A student granted permission to possess a weapon may be suspended and/or expelled if he/she possesses or uses the weapon inappropriately.
Possession of Pepper Spray
To prevent potential misuse that may harm students or staff, students are prohibited from carrying tear gas or tear gas weapons such as pepper spray on campus or at school activities.
Reporting of Dangerous Objects
The Board encourages students to promptly report the presence of weapons, injurious objects, or other suspicious activity to school authorities. The identity of a student who reports such activity shall remain confidential to the extent permitted by law.
The Superintendent or designee shall develop strategies designed to facilitate student reporting of the presence of injurious objects on school grounds, such as tip hotlines, electronic transmissions, or other methods that preserve the student's anonymity. Incident reports and records shall not identify the student who reported the possession. The Superintendent or designee also shall inform staff, students, and parents/guardians that students who report the presence of injurious objects on school campuses are to be protected and their identity shielded.

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

MEMORANDUM
Intensive Learning Center

Evelyne Almada, PRINCIPAL

DATE: AUGUST 2024
TO: TEACHERS
RE: EDUCATION CODE SECTION 49079 – NOTIFICATION TO TEACHER OF PUPILS WHOSE ACTIONS ARE GROUNDS FOR SUSPENSION OR EXPULSION

Education Code 49079 requires that school districts inform teachers of students who have been suspended and/or expelled for any subdivision of 48900 except (h) (possessed/used tobacco). This Ed Code section requires districts to provide suspension/expulsion information to teachers throughout the school year and for the previous three school years. Teachers may have access to any suspension/expulsion records maintained in the school's regular course of business. Requests for information maintained by the school regarding the pupil's assertive discipline record may be made by contacting, LIST CONTACT.

All documents regarding student suspensions/expulsions are confidential in accordance with Education Code 49079 (e), "Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher."

In short, the online attendance will include the letters SSA next to the student's name indicating the student has been suspended for acts pursuant to any of the subdivisions except specified in Education Code. Teachers may click on SSA and a bubble with the most recent suspension/expulsion violation will appear. This information is updated daily and will disappear after three years. To locate a list of students whose actions were grounds for suspension or expulsion see the attached Aeries information.

Please see the attached education code and referenced sections below for additional information regarding suspendable offenses.

E.C. 48900 (r) on Bullying

EC 48900 (r) - Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

(1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

(A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.

(B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.

(C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.

(D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

(2)(A) "Electronic act" means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager.

(i) A message, text, sound, image.

(ii) A post on a social network Internet website, including, but not limited to:

I. Posting to or creating a burn page. "Burn page" means an Internet website created for the purpose of having one or more of the effects listed in paragraph (1).

II. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed that the pupil was or is the pupil who was impersonated.

III. Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeliness or attributes of an actual pupil other than the pupil who created the false profile.

(iii) An act of cyber sexual bullying.

I. For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described in this sub clause, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

II. For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
EC 48900.5- Limitations on imposing suspension
Suspension, including supervised suspension as described in Section 48911.1, shall be imposed only when other means of correction fail to bring about proper conduct. A school district may document the other means of correction used and place that documentation in the pupil’s record, which may be accessed pursuant to Section 49069. However, a pupil, including an individual with exceptional needs, as defined in Section 56026, may be suspended, subject to Section 1415 of Title 20 of the United States Code, for any of the reasons enumerated in Section 48900 upon a first offense, if the principal or superintendent of schools determines that the pupil violated subdivision (a), (b), (c), (d), or (e) of Section 48900 or that the pupil's presence causes a danger to persons or property or threatens to disrupt the instructional process..
(b) Other means of correction include, but are not limited to, the following:
(1) A conference between personnel, the pupil’s parent or guardian, and the pupil.
(2) Referrals to the school counselor, psychologist, social worker, child welfare attendance personnel, or other school support service personnel for case management and counseling.
(3) Study teams, guidance teams, resource panel teams, or other intervention-related teams that assess the behavior, and develop and implement individualized plans to address the behavior in partnership with the pupil and his or her parents.
(4) Referral for a comprehensive psychosocial or psycho-educational assessment, including for purposes of creating an individualized education program, or a plan adopted pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794 (a)).
(5) Enrollment in a program for teaching prosocial behavior or anger management.
(6) Participation in a restorative justice program.
(7) A positive behavior support approach with tiered interventions that occur during the school day on campus.
(8) After-school programs that address specific behavioral issues or expose pupils to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups.
(9) Any of the alternatives described in Section 48900.6.

(E) Discrimination and Sexual Harassment Policies (EC 212.6 [b])
BP 5145.3

Nondiscrimination/Harassment

The Board of Education desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic, extracurricular, and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, harassment, intimidation, and bullying targeted at any student by anyone, based on the student's actual or perceived race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, pregnancy status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, genetic information, immigration status or medical information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

This policy shall apply to all acts related to school activity or to school attendance occurring within a district school, and to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school.

Prohibited discrimination, harassment, intimidation, or bullying includes physical, verbal, nonverbal, or written conduct based on one of the categories listed above. Unlawful discrimination also includes the creation of a hostile environment through prohibited conduct that is so severe and pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

The Board also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of or investigates or participates in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as discrimination complaints.

The Superintendent or designee shall provide age-appropriate information to students, community, and employees regarding discrimination, harassment, intimidation, and bullying, including, but not limited to, the district's nondiscrimination policy, what constitutes prohibited behavior how to report incidents, and to whom such reports should be made. The Superintendent or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the district's educational program. He/she shall report his/her findings and recommendations to the Board after each review.

Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be investigated and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

Students who engage in discrimination, harassment, intimidation, bullying, or retaliation in violation of

law, Board policy, or administrative regulation shall be subject to appropriate discipline, up to and

including counseling, suspension, and/or expulsion when the behavior is severe or pervasive as defined in

Education Code 48900.4. Any employee who permits or engages in prohibited discrimination,

harassment, intimidation, bullying, or retaliation shall be subject to disciplinary action, up to and

including dismissal.

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, to enable the district to monitor, address, and prevent repetitive prohibited behavior in district schools.

AR 5145.3(a)

Nondiscrimination/Harassment (Students)

The district designates the individual(s) identified below as the employee(s) responsible for coordinating the district's efforts to comply with applicable state and federal civil rights laws, to answer inquiries regarding the district's nondiscrimination policies. The individual(s) shall also serve as the compliance officer(s) specified in AR 1312.3 - Uniform Complaint Procedures as the responsible employee to handle complaints alleging unlawful discrimination targeting a student, including discriminatory harassment, intimidation, or bullying, based on the student's actual or perceived race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, pregnancy, physical or mental disability, medical condition, sex, sexual orientation, immigration status, gender, gender identity, gender expression, genetic information, or any other legally protected status or association with a person or group with one or more of these actual or perceived characteristics. The coordinator/compliance officer(s) may be contacted at:

Alma Ulloa - Assistant Superintendent

16703 S. Clark Avenue

Bellflower, CA 90706

Phone: (562) 866-9011

Email: almaulloa@busd.k12.ca.us

Measures to Prevent Discrimination

To prevent unlawful discrimination, including discriminatory harassment, intimidation, retaliation, and bullying, of students at district schools or in school activities and to ensure equal access of all students to the educational program, the Superintendent or designee shall implement the following measures:
1. Publicize the district's nondiscrimination policy and related complaint procedures, including the coordinator/compliance officer's contact information, to students, parents/guardians, employees, volunteers, and the general public, posting them in prominent locations and providing easy access to them through district-supported communications

2. Post the district's policies and procedures prohibiting discrimination, harassment, student sexual harassment, intimidation, bullying, and cyberbullying, including a section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media, in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students
AR 5145.3(b)

3. Post the definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8, in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students

4. Post in a prominent location on the district web site in a manner that is easily accessible to parents/guardians and students information regarding Title IX prohibitions against discrimination based on a student's sex, gender, gender identity, pregnancy, and parental status, including the following: a.The name and contact information of the district's Title IX Coordinator, including the phone number and email address
b.The rights of students and the public and the responsibilities of the district under Title IX, including a list of rights as specified in Education Code 221.8 and web links to information about those rights and responsibilities located on the web sites of the Office for Equal Opportunity and the U.S. Department of Education's Office for Civil Rights (OCR)
c. A description of how to file a complaint of noncompliance under Title IX, which shall include:

(1)An explanation of the statute of limitations within which a complaint must be filed after an alleged incident of discrimination has occurred and how a complaint may be filed beyond the statute of limitations
(2)An explanation of how the complaint will be investigated and how the complainant may further pursue the complaint, including web links to this information on the OCR's website
(3)A web link to the OCR complaints form and the contact information for the office, including the phone number and email address for the office
d.A link to the Title IX information included on the California Department of Education's (CDE) web site

5. Post a link to statewide CDE-compiled resources, including community-based organizations, that provide support to youth who have been subjected to school-
AR 5145.3(c)

based discrimination, harassment, intimidation, or bullying and to their families. Such resources shall be posted in a prominent location on the district's website in a manner that is easily accessible to parents/guardians and students.
6. 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.

7. Annually notify all students and parents/guardians of the district's nondiscrimination policy, including its responsibility to provide a safe, nondiscriminatory school environment for all students, including transgender and gender-nonconforming students. The notice shall inform students and parents/guardians that they may request to meet with the compliance officer to determine how best to accommodate or resolve concerns that may arise from the district's implementation of its nondiscrimination policies. The notice shall also inform all students and parents/guardians that, to the extent possible, the district will address any individual student's interests and concerns in private.

8. Ensure that students and parents/guardians, including those with limited English proficiency, are notified of how to access the relevant information provided in the district's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand.

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning nondiscrimination shall be translated into that language in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

9. Provide to students, employees, volunteers, and parents/guardians age- appropriate training and information regarding the district's nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, 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 shall include details of guidelines the district may use to provide a discrimination-free environment for all district students, including transgender and gender-nonconforming students. AR 5145.3(d)

10. At the beginning of each school year, inform school employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is required to intervene if it is safe to do so.

11. At the beginning of each school year, inform each principal or designee of the district's responsibility to provide appropriate assistance or resources to protect students from threatened or potentially discriminatory behavior and ensure their privacy rights.
Enforcement of District Policy

The Superintendent or designee shall take appropriate actions to reinforce BP 5145.3 - Nondiscrimination/Harassment. As needed, these actions may include any of the following:
1. Removing vulgar or offending graffiti

2. Providing training to students, staff, and parents/guardians about how to recognize unlawful discrimination, how to report it or file a complaint, and how to respond
3. Disseminating and/or summarizing the district's policy and regulation regarding unlawful discrimination
4. Consistent with laws regarding the confidentiality of student and personnel records, communicating to students, parents/guardians, and the community the school's response plan to unlawful discrimination or harassment
5. Taking appropriate disciplinary action against students, employees, and anyone determined to have engaged in wrongdoing in violation of district policy, including any student who is found to have filed a complaint of discrimination that the student knew was not true

Process for Initiating and Responding to Complaints

Students who feels that they have been subjected to unlawful discrimination described above or in district policy is strongly encouraged to immediately contact the compliance officer, principal, or any other staff member. In addition, any student who observes any such incident is strongly encouraged to report the incident to the compliance officer or principal, whether or not the alleged victim files a complaint.
AR 5145.3(e)

Any school employee who observes an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, or to whom such an incident is reported shall report the

incident to the compliance officer or principal within a school day, whether or not the alleged victim files a complaint.
Any school employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall immediately intervene to stop the incident when it is safe to do so.

When a verbal report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is made to or received by the principal or compliance officer, the principal or compliance officer shall notify the student or parent/guardian of the right to file a formal complaint in accordance with AR 1312.3 - Uniform Complaint Procedures or, for complaints of sexual harassment that meet the federal Title IX definition, AR 5145.71 - Title IX Sexual Harassment Complaint Procedures. Once notified verbally or in writing, the compliance officer shall begin the investigation and shall implement immediate measures necessary to stop the discrimination and ensure that all students have access to the educational program and a safe school environment. Any interim measures adopted to address unlawful discrimination shall, to the extent possible, not disadvantage the complainant or a student who is the victim of the alleged unlawful discrimination.
Any report or complaint alleging unlawful discrimination by the principal, compliance officer, or any other person to whom a report would ordinarily be made or complaint filed
shall instead be made to or filed with the Superintendent or designee who shall determine how the complaint will be investigated.

Transgender and Gender-Nonconforming Students

Regardless of whether they are sexual in nature, acts of verbal, nonverbal, or physical aggression, intimidation, or hostility that are based on sex, gender identity, or gender expression, or that have the purpose or effect of producing a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment are prohibited.

Gender identity of a student means the student's gender-related identity, appearance, or behavior as determined from the student's internal sense, whether or not that gender-related identity, appearance, or behavior is different from that traditionally associated with the student's physiology or assigned sex at birth.
AR 5145.3(f)

Gender expression means a student's gender-related appearance and behavior, whether stereotypically associated with the student's assigned sex at birth.

Gender transition refers to the process in which a student changes from living and identifying as the sex assigned to the student at birth to living and identifying as the sex that corresponds to the student's gender identity.
Gender-nonconforming student means a student whose gender expression differs from stereotypical expectations.
Transgender student means a student whose gender identity is different from the gender assigned at birth. The district prohibits acts of verbal, nonverbal, or physical aggression, intimidation, or hostility that are based on sex, gender identity, or gender expression, or that have the purpose or effect of producing a negative impact on the student's academic performance or of creating

an intimidating, hostile, or offensive educational environment, regardless of whether the acts are sexual in nature. Examples of the types of conduct which are prohibited in the district and which may constitute gender-based harassment include, but are not limited to:
1. Refusing to address a student by a name and the pronouns consistent with the student's gender identity

2. Disciplining or disparaging a student or excluding the student from participating in activities, for behavior or appearance that is consistent with the student's gender identity or that does not conform to stereotypical notions of masculinity or femininity, as applicable

3. Blocking a student's entry to the restroom that corresponds to the student's gender identity

4. Taunting a student because the student participates in an athletic activity more typically favored by a student of the other sex

5. Revealing a student's transgender status to individuals who do not have a legitimate need for the information, without the student's consent

6. Using gender-specific slurs

7. Physically assaulting a student motivated by hostility toward the student because of the student's gender, gender identity, or gender expression

The district's uniform complaint procedures (AR 1312.3) or Title IX sexual harassment procedures (AR 5145.71), as applicable, shall be used to report and resolve complaints alleging discrimination against transgender and gender-nonconforming students. Examples of basis for complaints include, but are not limited to, the above list, as well as improper rejection by the district of a student's asserted gender identity, denial of access to facilities that correspond with a student's gender identity, improper disclosure of a student's transgender status, discriminatory enforcement of a dress code, and other instances of gender-based harassment.

To ensure that transgender and gender-nonconforming students are afforded the same rights, benefits, and protections provided to all students by law and Board policy, the district shall address each situation on a case-by-case basis, in accordance with the following guidelines:

1.Right to privacy: A student's transgender or gender-nonconforming status is his/her private information and the district shall only disclose the information to others with the student's prior written consent, except when the disclosure is otherwise required by law or when the district has compelling evidence that disclosure is necessary to preserve the student's physical or mental well-being. In any case, the district shall only allow disclosure of a student's personally identifiable information to employees with a legitimate educational interest as determined by the district pursuant to 34 CFR 99.31. Any district employee to whom a student's transgender or gender-nonconforming status is disclosed shall keep the student's information confidential. When disclosure of a student's gender identity is made to a district employee by a student, the employee shall seek the student's permission to notify the compliance officer. If the student refuses to give permission, the employee shall keep the student's information confidential, unless the employee is required to disclose or report the student's information pursuant to this administrative regulation, and shall inform the student that honoring the student's request may limit the district's ability to meet the student's needs related to the student's status as a transgender or gender-nonconforming student. If the student permits the employee to notify the compliance officer, the employee shall do so within three school days.
As appropriate given the student's need for support, the compliance officer may discuss with the student any need to disclose the student's transgender or gender-nonconformity.

AR 5145.3(h)

status or gender identity or gender expression to the student's parents/guardians and/or others, including other students, teacher(s), or other adults on campus.
The district shall offer support services, such as counseling, to students who wish to inform their parents/guardians of their status and desire assistance in doing so.

2. Determining a Student's Gender Identity: The compliance officer shall accept the student's assertion of gender identity and begin to treat the student consistent with that gender identity unless district personnel present a credible and supportable basis for believing that the student's assertion is for an improper purpose.

3. Addressing a Student's Transition Needs: The compliance officer shall arrange a meeting with the student and, if appropriate, the student's parents/guardians to identify and develop strategies for ensuring that the student's access to education programs and activities is maintained. The meeting shall discuss the transgender or gender- nonconforming student's rights and how those rights may affect and be affected by the rights of other students and shall address specific subjects related to the student's access to facilities and to academic or educational support programs, services, or activities, including, but not limited to, sports and other competitive endeavors. In addition, the compliance officer shall identify specific school site employee(s) to whom the student may report any problem related to the student's status as a transgender or gender-nonconforming individual, so that prompt action can be taken to address it. Alternatively, if appropriate and desired by the student, the school may form a support team for the student that will meet periodically to assess whether the arrangements for the student are meeting the student's educational needs and providing equal access to programs and activities, educate appropriate staff about the student's transition, and serve as a resource to the student to better protect the student from gender-based discrimination.

4. Accessibility to Sex-Segregated Facilities, Programs, and Activities: When the district maintains

sex-segregated facilities, such as restrooms and locker rooms, or offers sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs, students shall be permitted to access facilities and participate in programs and activities consistent with their gender identity. To address any student's privacy concerns in using sex-segregated facilities, the district shall offer available options such as a gender-neutral or single-use restroom or changing area, a bathroom stall with a door, an area in the locker room separated by a curtain or screen, or use of the locker room before or after the other students. However, the district shall not require a student AR 5145.3(i) to utilize these options because the student is transgender or gender- nonconforming. In addition, a student shall be permitted to participate in accordance with the student's gender identity in other circumstances where students are separated by gender, such as for class discussions, yearbook pictures, and field trips. A student's right to participate in a sex-segregated activity in accordance with the student's gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.
5. Student Records: A student's legal name or gender as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed with proper documentation. When a student presents government-issued documentation of a name and/or gender change or submits a request for a name and/or gender change through the process specified in Education Code 49070, the district shall update the student's records.

6. Names and Pronouns: If a student so chooses, district personnel shall be required to address the student by a name and the pronoun(s) consistent with the student's gender identity, without the necessity of a court order or a change to the student's official district record. However, inadvertent slips or honest mistakes by district personnel in the use of the student's name and/or consistent pronouns will, in general, not constitute a violation of this administrative regulation or the accompanying district policy.

7. Uniforms/Dress Code: A student has the right to dress in a manner consistent with the student's gender identity, subject to any dress code adopted on a school site.
Regulation BELLFLOWER UNIFIED SCHOOL DISTRICT

approved: January 12, 2017 Bellflower, California

Revised: September 24, 2019

Revised: August 3, 2021

BP 4119.11

Sexual Harassment, Personnel

The Board of Education prohibits sexual harassment of district employees and job applicants. The Board also prohibits retaliatory behavior or action against district employees or other persons, who complain, testify or otherwise participate in the complaint process established pursuant to this policy and administrative regulation.
The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation

2. Publicizing and disseminating the district's sexual harassment policy to staff

3. Ensuring prompt, thorough, and fair investigation of complaints

4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments.

All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or to take other subsequent necessary actions.

Any district employee or job applicant who feels that he/she has been sexually harassed or who has knowledge of any incident of sexual harassment by or against another employee, a job applicant or a student, shall immediately report the incident to his/her supervisor, the principal, district administrator or Superintendent.
A supervisor, principal or other district administrator who receives a harassment complaint shall promptly notify the Superintendent or designee.

Complaints of sexual harassment shall be filed in accordance with BP 4030-Nondiscrimination in Employment. An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.

Any district employee who engages or participates in sexual harassment or who aids, abets, incites, compels, or coerces another to commit sexual harassment against a district employee, job applicant, or student is in violation of this policy and is subject to disciplinary action up to and including dismissal.

AR 4119.11

Sexual Harassment, Personnel

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the work or educational setting when: (Education Code 212.5; 5 CCR 4916)
1. Submission to the conduct is made explicitly or implicitly a term or condition of the individual's employment.

2. Submission to or rejection of such conduct by the individual is used as the basis for an employment decision affecting him/her.
3. The conduct has the purpose or effect of having a negative impact upon the individual's work or has the purpose or effect of creating an intimidating, hostile, or offensive work environment. The conduct is sufficiently severe, persistent, pervasive, or objectively offensive so as to create a hostile or abusive working environment or to limit the individual's ability to participate in or benefit from an education program or activity.
4. Submission to or rejection of the conduct by the other individual is used as the basis for any decision affecting him/her regarding benefits, services, honors, programs, or activities available at or through the district.

Other examples of actions that might constitute sexual harassment, whether committed by a supervisor, a co-worker, or a non-employee, in the work or educational setting, include, but are not limited to:

1. Unwelcome verbal conduct such as sexual flirtations or propositions; graphic comments about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcome sexual slurs, epithets, threats, innuendoes, derogatory comments, sexually degrading descriptions, or the spreading of sexual rumors
2. Unwelcome visual conduct such as drawings, pictures, graffiti, or gestures; sexually explicit emails; displaying sexually suggestive objects
3. Unwelcome physical conduct such as massaging, grabbing, fondling, stroking, or brushing the body; touching an individual's body or clothes in a sexual way; cornering, blocking, leaning over, or impeding normal movements

Prohibited sexual harassment may also include any act of retaliation against an individual who reports a violation of the district's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.
Training

Every two years, the Superintendent or designee shall ensure that supervisory employees receive at least two hours of classroom or other effective interactive training and education regarding sexual harassment. All newly hired or promoted supervisory employees shall receive training within six months of their assumption of the supervisory position. (Government Code 12950.1)

The district's training and education program for supervisory employees shall include information and practical guidance regarding the federal and state laws on the prohibition against and the prevention and correction of sexual harassment, and the remedies available to the victims of sexual harassment in employment. The training shall also include all of the content specified in 2 CCR 7288.0 and practical examples aimed at instructing supervisors in the prevention of harassment, discrimination, and retaliation. (Government Code 12950.1; 2 CCR 7288.0)
In addition, the Superintendent or designee shall ensure that all employees receive periodic training regarding the district's sexual harassment policy, particularly the procedures for filing complaints and employees' duty to use the district's complaint procedures.

Notifications

A copy of the Board policy and this administrative regulation shall: (Education Code 231.5)

1. Be displayed in a prominent location in the main administrative building, district office, or other area of the school where notices of district rules, regulations, procedures, and standards of conduct are posted

2. Be provided to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year or whenever a new employee is hired
3. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct

All employees shall receive either a copy of information sheets prepared by the California Department of Fair Employment and Housing (DFEH) or a copy of district information sheets that contain, at a minimum, components on: (Government Code 12950)
1. The illegality of sexual harassment

2. The definition of sexual harassment under applicable state and federal law

3. A description of sexual harassment, with examples

4. The district's complaint process available to the employee

5. The legal remedies and complaint process available through DFEH and the Equal Employment Opportunity Commission (EEOC)

6. Directions on how to contact DFEH and the EEOC

7. The protection against retaliation provided by 2 CCR 7287.8 for opposing harassment prohibited by law or for filing a complaint with or otherwise participating in an investigation, proceeding, or hearing conducted by DFEH and the EEOC

In addition, the district shall post, in a prominent and accessible location, DFEH's poster on discrimination in employment and the illegality of sexual harassment. (Government Code 12950)

BP 4319.11

Sexual Harassment, Personnel

The Board of Education prohibits sexual harassment of district employees and job applicants. The Board also prohibits retaliatory behavior or action against district employees or other persons, who complain, testify or otherwise participate in the complaint process established pursuant to this policy and administrative regulation.
The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation

2. Publicizing and disseminating the district's sexual harassment policy to staff

3. Ensuring prompt, thorough, and fair investigation of complaints

4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments.
All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or to take other subsequent necessary actions.

Any district employee or job applicant who feels that he/she has been sexually harassed or who has knowledge of any incident of sexual harassment by or against another employee, a job applicant or a student, shall immediately report the incident to his/her supervisor, the principal, district administrator or Superintendent.
A supervisor, principal or other district administrator who receives a harassment complaint shall promptly notify the Superintendent or designee.

Complaints of sexual harassment shall be filed in accordance with BP 4030-Nondiscrimination in Employment. An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.
Any district employee who engages or participates in sexual harassment or who aids, abets, incites, compels, or coerces another to commit sexual harassment against a district employee, job applicant, or student is in violation of this policy and is subject to disciplinary action up to and including dismissal.

AR 4319.11

Sexual Harassment, Personnel

Definitions

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the work or educational setting when: (Education Code 212.5; 5 CCR 4916)

1. Submission to the conduct is made explicitly or implicitly a term or condition of the individual's employment.
2. Submission to or rejection of such conduct by the individual is used as the basis for an employment decision affecting him/her.
3. The conduct has the purpose or effect of having a negative impact upon the individual's work or has the purpose or effect of creating an intimidating, hostile, or offensive work environment. The conduct is sufficiently severe, persistent, pervasive, or objectively offensive so as to create a hostile or abusive working environment or to limit the individual's ability to participate in or benefit from an education program or activity.
4. Submission to or rejection of the conduct by the other individual is used as the basis for any decision affecting him/her regarding benefits, services, honors, programs, or activities available at or through the district.

Other examples of actions that might constitute sexual harassment, whether committed by a supervisor, a co-worker, or a non-employee, in the work or educational setting, include, but are not limited to:

1. Unwelcome verbal conduct such as sexual flirtations or propositions; graphic comments about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcome sexual slurs, epithets, threats, innuendoes, derogatory comments, sexually degrading descriptions, or the spreading of sexual rumors
2. Unwelcome visual conduct such as drawings, pictures, graffiti, or gestures; sexually explicit emails; displaying sexually suggestive objects
3. Unwelcome physical conduct such as massaging, grabbing, fondling, stroking, or brushing the body; touching an individual's body or clothes in a sexual way; cornering, blocking, leaning over, or impeding normal movements

Prohibited sexual harassment may also include any act of retaliation against an individual who reports a violation of the district's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.
Training

Every two years, the Superintendent or designee shall ensure that supervisory employees receive at least two hours of classroom or other effective interactive training and education regarding sexual harassment.

All newly hired or promoted supervisory employees shall receive training within six months of their assumption of the supervisory position. (Government Code 12950.1)
The district's training and education program for supervisory employees shall include information and practical guidance regarding the federal and state laws on the prohibition against and the prevention and correction of sexual harassment, and the remedies available to the victims of sexual harassment in employment. The training shall also include all of the content specified in 2 CCR 7288.0 and practical examples aimed at instructing supervisors in the prevention of harassment, discrimination, and retaliation. (Government Code 12950.1; 2 CCR 7288.0)

In addition, the Superintendent or designee shall ensure that all employees receive periodic training regarding the district's sexual harassment policy, particularly the procedures for filing complaints and employees' duty to use the district's complaint procedures.
Notifications

A copy of the Board policy and this administrative regulation shall: (Education Code 231.5)

1. Be displayed in a prominent location in the main administrative building, district office, or other area of the school where notices of district rules, regulations, procedures, and standards of conduct are posted
2. Be provided to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year or whenever a new employee is hired
3. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct
All employees shall receive either a copy of information sheets prepared by the California Department of Fair Employment and Housing (DFEH) or a copy of district information sheets that contain, at a minimum, components on: (Government Code 12950)

1. The illegality of sexual harassment

2. The definition of sexual harassment under applicable state and federal law

3. A description of sexual harassment, with examples

4. The district's complaint process available to the employee

5. The legal remedies and complaint process available through DFEH and the Equal Employment Opportunity Commission (EEOC)

6. Directions on how to contact DFEH and the EEOC

7. The protection against retaliation provided by 2 CCR 7287.8 for opposing harassment prohibited by law or for filing a complaint with or otherwise participating in an investigation, proceeding, or hearing conducted by DFEH and the EEOC

In addition, the district shall post, in a prominent and accessible location, DFEH's poster on discrimination in employment and the illegality of sexual harassment. (Government Code 12950)

BP 5145.7 Students

Sexual Harassment

The Board of Education is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits sexual harassment targeted at students at school or at school-sponsored or school-related activities by anyone. The Board also prohibits retaliatory behavior or action against any person who files a complaint, testifies, or otherwise participates in district complaint processes.

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.

Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate instruction and information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence.
2. A clear message that students do not have to endure sexual harassment.

3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained.
4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved.
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and prompt action shall be taken to stop any harassment, prevent recurrence, and address any continuing effect on students.

6. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made.
7. Information about the rights of students and parents/guardians to file a criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues.

8. A clear message that, when needed, the district will take interim measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation and that, to the extent possible, when such interim measures are taken, they shall not disadvantage the complainant or victim of the alleged harassment.

Complaint Process

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 shall immediately contact his/her teacher or any other employee. An employee who receives such a complaint shall report it in accordance with administrative regulation. The Superintendent or designee shall ensure that any complaints regarding sexual harassment are immediately investigated in accordance with administrative regulation AR 1312.3 - Uniform Complaint Procedures. Principals are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under AR 1312.3 and where to obtain a copy of the procedures. When the Superintendent or designee has determined that harassment has occurred, he/she shall take prompt, appropriate action to end the harassment and to address its effects on the victim.

Disciplinary Actions

Any student who engages in sexual harassment or sexual violence at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Any employee found to have engaged in sexual harassment or sexual violence toward any student shall be subject to discipline up to and including dismissal in accordance with laws, and/or the applicable collective bargaining agreements Record-Keeping

The Superintendent or designee may maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in the schools.

AR 5145.7 Sexual Harassment (Students)

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 and California Education Code 234.1, as well as to investigate and resolve sexual harassment complaints under AR 1312.3 Uniform Complaint Procedures. The Title IX coordinator/compliance officer may be contacted at: Alma Ulloa

Assistant Superintendent

16703 S. Clark Avenue

Bellflower, CA 90706

Phone: (562) 866-9011

Fax: (562) 804-6571

Email: almaulloa@busd.k12.ca.us

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, under any of the following conditions:

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress.

2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.
3. The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment.
4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity.

Examples of types of conduct which are prohibited in the district and which may constitute sexual harassment include, but are not limited to:

1. Unwelcome leering, sexual flirtations, or propositions

2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions

3. Graphic verbal comments about an individual's body or overly personal conversation

4. Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature
5. Spreading sexual rumors

6. Teasing or sexual remarks about students enrolled in a predominantly single- sex class

7. Massaging, grabbing, fondling, stroking, or brushing the body

8. Touching an individual's body or clothes in a sexual way

9. Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex

10. Displaying sexually suggestive objects

11. Sexual assault, sexual battery, or sexual coercion

12. Electronic communications containing comments, words, or images described above

Any prohibited conduct that occurs off campus or outside of school-related or school-sponsored programs or activities will be regarded as sexual harassment in violation of district policy if it has a continuing effect on or creates a hostile school environment for the complainant of the conduct. Notifications
A copy of the district's sexual harassment policy and regulation shall:

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year

2. Be displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures, and standards of conduct are posted, including school web sites

3. Be summarized on a poster which shall be prominently and conspicuously displayed in each bathroom and locker room at each school. The poster may be displayed in public areas that are accessible to and frequented by students, including, but not limited to, classrooms, hallways, gymnasiums, auditoriums, and cafeterias. The poster shall display the rules and procedures for reporting a charge of sexual harassment; the name, phone number, and email address of an appropriate school employee to contact to report a charge of sexual harassment; the rights of the reporting student, the complainant, and the respondent; and the responsibilities of the school.
4. Be posted in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students. This shall include the name or title, office address, email address, and telephone number of the employee(s) designated as the district's Title IX coordinator/compliance officer.

5. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester, or summer session
6. Appear in any school or district publication that sets forth the school's or district's

AR 5145.7 (c)

comprehensive rules, regulations, procedures, and standards of conduct

7. Be included in any handbook provided to students, parents/guardians, employees, and employee organizations
Reporting Process and Complaint Investigation and Resolution

Any student or parent/guardian who believes that the student 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, Title IX coordinator/compliance officer, or any other available school employee. Within one school day of receiving such a report, the principal or school employee shall forward the report to the Title IX coordinator/compliance officer identified in AR 1312.3. Any school employee who observes an incident of sexual harassment involving a student shall, within one school day, report the observation to the principal or Title IX coordinator/compliance officer. The employee shall take these actions, regardless of whether or not the alleged complainant files a complaint.

When a report or complaint of sexual harassment involves off-campus conduct, the Title IX coordinator/compliance officer shall assess whether the conduct may create or contribute to the creation of a hostile school environment. If the Title IX coordinator/compliance officer 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.
In any case of sexual harassment involving the principal, Title IX coordinator/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.

When a verbal or informal report of sexual harassment is submitted, the principal or Title IX coordinator/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 Title IX coordinator/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.

If a complaint of sexual harassment is initially submitted to the principal, he/she shall, within two school days, forward the report to the Title IX coordinator/compliance officer to initiate investigation of the complaint. The Title IX coordinator/compliance officer shall

contact the complainant and investigate and resolve the complaint in accordance with law and district procedures specified in AR 1312.3.

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

AR 5145.7 (d)

However, when a complainant of sexual harassment notifies the district of the harassment but requests confidentiality, the Title IX coordinator/compliance officer shall inform him/her that the request may limit

the district's ability to investigate the harassment or take other necessary action. When honoring a request for confidentiality, the district will nevertheless take all reasonable steps to investigate and respond to the complaint consistent with the request.

When a complainant of sexual harassment notifies the district of the harassment but requests that the district not pursue an investigation, the district will determine whether or not it can honor such a request while still providing a safe and nondiscriminatory environment for all students. Response Pending Investigation
When an incident of sexual harassment is reported, the principal or designee, in consultation with the Title IX coordinator/compliance officer, shall determine whether interim measures are necessary pending the results of the investigation. The principal/designee or Title IX coordinator/compliance officer shall take immediate measures necessary to stop the harassment and protect students and/or ensure their access to the educational program. To the extent possible, such interim measures shall not disadvantage the complainant or of the alleged harassment. Interim measures may include placing the individuals involved in separate classes or transferring a student to a class taught by a different teacher, in accordance with law and Board policy. The school should notify the individual who was harassed of his/her options to avoid contact with the alleged harasser and allow the complainant to change academic and extracurricular arrangements as appropriate. The school should also ensure that the complainant is aware of the resources and assistance, such as counseling, that are available to him/her. As appropriate, such actions shall be considered even when a student chooses to not file a formal complaint or the sexual harassment occurs off school grounds or outside school-sponsored or school-related programs or activities. Complaint Procedures

All complaints of sexual harassment by and against students shall be investigated and resolved in

accordance with law and district procedures

Regulation BELLFLOWER UNIFIED SCHOOL DISTRICT

approved: September 24, 2019 Bellflower, California

Revised: December 2, 2020

Revised: December 7, 2021

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)
BP 5132 Students
Dress And Grooming
The Bellflower Unified School District subscribes to the philosophy that students will be provided with a quality education in a safe, appropriate environment. In this regard, the Board has determined that the presence of certain types of clothing and attire can cause a substantial disruption of our material interference with instructional and other school activities and create potential health and safety concerns. Specifically, the Board believes that it is necessary to establish a dress and grooming policy designed to promote the safety and well-being of students, prohibit the wearing or display of clothing, attire, jewelry, or materials that evidence membership in or affiliation with any gang; which are obscene, sexually explicit or suggestive or may promote unlawful or unsavory

behaviors; including the use/abuse of drugs and alcohol. For the purpose of this policy, a gang is defined as a group or individual who advocates and practices violent or otherwise unlawful behavior or is counterproductive to the education and welfare of students or the learning environment. The possession of paraphernalia, or the overt acts of using symbols identified with such groups or individuals shall be prohibited.
Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised.
In recognition of the instructional responsibilities and goals of the Bellflower Unified School District, the district hereby adopts that school site-initiated dress and grooming policies include, but not limited to, the following rules relative to the dress and appearance of students, which will be strictly enforced:
1. All clothes must be neat, clean, in good repair not frayed, and be an appropriate size and length (e.g., no baggy, oversized pants, short skirts or short shorts).
2. Girls may not wear sheer, low cut, revealing blouses, bare midriff, or braless outfits.
3. Undergarments shall be worn and must not be visible at any time.
4. Clothing or jewelry which depicts or suggests sexually related or obscene gestures, pictures, or wording, which promotes the use/abuse of drugs or alcohol, promotes unlawful or unsavory behavior, shall not be worn on campus or at school activities.
5. No students shall wear articles of clothing, jewelry, or accessories which pose a threat to the physical well-being and safety of the student or others (e.g., spiked collars or spiked wristbands, chains, belts of excessive length, or any writing or type of writing on said articles).
6. No clothing, or articles of clothing or methods of grooming (including, but not limited to gloves, bandannas, belt buckles, shoestrings, wristbands, jewelry, tattoos, extreme hair styles) which has been related to a group or gang, or which may create potential health and safety concerns or provoke others to acts of violence or to be intimidated by fear of violence, or could possibly disrupt the educational process, shall be worn on campus or at any school activity.
7. Specific requirements for school dress shall be reviewed annually by administration and parents/guardians and outlined in the Discipline Rules and Consequences matrix at each school.
8. No unsafe footwear, such as spiked heels.
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 dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board may approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

Uniforms
In order to promote safety and discourage theft, peer rivalry and/or gang activity, the principal, staff and parents/guardians at a school may establish a reasonable dress code requiring students to wear uniforms. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.
If a school's plan to require uniforms is adopted, the Superintendent or designee shall establish procedures whereby parents/guardians may choose to have their children exempted from the school uniform policy. Students shall not be penalized academically, otherwise discriminated against or denied attendance to school if their parents/guardians so decide. (Education Code 35183)
The Superintendent or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms.
The responsibility for the proper attire of all students attending the Bellflower Unified School District rests with the parents/guardians.
The responsibility for determining and enforcing the dress and grooming code rests with the school administration and staff on each campus. Violators of this policy shall be subject to the appropriate school and district discipline procedures, including suspension and expulsion.
Uniform School Board of Education Approved for the Intensive Learning Center. Dress code policy per Board Policy 5142.1.

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

BP 1250 Community Relations

Visitors/Outsiders

A new Verkada System is now in place

The Board of Education believes that it is important for parents/guardians and community members to take an active interest in the issues affecting district schools and students. Therefore, the Board encourages interested parents/guardians and community members to visit the schools and participate in the educational program.

To ensure the safety of students and staff and minimize interruption of the instructional program, the Superintendent or designee shall establish procedures which facilitate visits during regular school days. Visits during school hours should be arranged with the principal or designee. When a visit involves a conference with a teacher or the principal, an appointment should be scheduled during non-instructional time.

Any person who is not a student or staff member shall register immediately upon entering any school building or grounds when school is in session.

The principal or designee may provide a visible means of identification for all individuals who are not students or staff members while on school premises.

No electronic listening or recording device may be used by any person in a classroom without the teacher's and principal's permission. (Education Code 51512)

The Board encourages all individuals to assist in maintaining a safe and secure school environment by behaving in an orderly manner while on school grounds and by utilizing the district's complaint processes if they have concerns with any district program or employee. In accordance with Penal Code 626.7, the principal or designee may request that any individual who is causing a disruption, including exhibiting volatile, hostile, aggressive, or offensive behavior, immediately leave school grounds.

Presence of Sex Offender on Campus

Any person who is required to register as a sex offender pursuant to Penal Code 290, including a parent/guardian of a district student, shall request written permission from the principal before entering the school campus or grounds. As necessary, the principal shall consult with local law enforcement authorities before allowing the presence of any such person at school or other school activity. The principal also shall report to the Superintendent or designee anytime he/she gives such written permission.

BP 5131.1 Students

Bus Driver's Authority

Bus Conduct

Administrators, classified employees and teachers shall ensure that students are transported in school buses in an orderly and safe manner.

The Superintendent is responsible for the establishment, review and modification of administrative procedures to implement the intent of the Board of Education to provide for a safe and orderly transportation program.

(H) Comprehensive School Improvement Plan for a Healthy, Safe, and Secure School Environment

Social Climate

LCAP Goal:
The Bellflower Unified School District will provide all students with safe, collaborative conditions for learning.

Goal:
The Intensive Learning Center will implement daily social-emotional learning opportunities for students through SEL curriculum, Restorative Practice community circles, Cultural Relevance, and full implementation of PBIS. These strategies aim to create a sense of community within classrooms and foster a positive school culture, enabling students to persist with learning challenges and achieve academic success.

PLAN	DO				
SMART Goal	**Specific Activity and Action Steps**	**Who is Responsible?**	**Timeline**	**Budget**	**Evidence of Success**
SMART Goal: By Spring 2026, at least 56% of 3rd-6th graders, and 47% of sixth graders will answer favorably to the question, "How much respect do the students at school give you."	All teachers and students will engage in the Capturing Kids' Hearts process, including co-creating Social Contracts for the school and each classroom. Identified students/classes will participate in Second Step lessons to teach them about their different emotions and how to manage them. School Counselor will provide identified students/classes with Emotion management presentations. General education teachers will reinforce the lessons by skills learned in Second Step and the Playbook from Panorama Survey. School Counselor will provide parents with a PD on SEL with a focus on Emotion Regulation to include identifying and supporting needs.	Principal Counselor General education teachers Staff Staff	Principal Counselor General education teachers Staff Staff	District/Site	Capturing Kids' Hearts staff surveys on evidence of engaging in the CKH process. Increase in the percentage of students who affirm that they have a sense of belonging, as measured by the Panorama survey. Mediations with students demonstrating their use of strategies taught to regulate their emotions SEL Survey results - Panorama

STUDY	ACT
What does the data tell us? **Examine Action Steps and Evidence of Success**	**How will we respond? Next steps?**
In Fall 2025, 51% of 3rd-5th graders and 42% of 6th graders felt that other students showed them respect at school, as measured by the Panorama Survey.	All adults on campus will adhere to the Capturing Kids' Hearts process to help increase the sense of belonging among students and adults. All classes will receive support from the School Counselor through Second Step: Emotion Regulation. Reflection forms will support students in identifying their emotional needs and responses. Students identified by staff, family members, and themselves as not being able to manage their behavior will be referred for counseling to learn skills. The entire staff will deliver Second Step lessons for consistency across the grade levels.

Physical Environment

Component:
The Bellflower Unified School District will provide all students safe, collaborative conditions for learning.

Goal:
We will create a "caring, connected and supported" physical environment by maintaining facilities in good repair and ensuring the safety of students and employees on campus.

PLAN	DO				
SMART Goal	**Specific Activity and Action Steps**	**Who is Responsible?**	**Timeline**	**Budget**	**Evidence of Success**
SMART Goal: By Spring 2026, ILC will score 99% or higher on the FIT report.	Campus walkthroughs will be done every week with the lead custodian to identify areas that need repairing. If the site custodial staff is unable to fix the item, a work order will be placed. Staff will bring any safety concerns to the attention of administration or the lead custodian. Weekly review of work orders placed to determine if they have been addressed. Lead custodian and principal will review the Spring 2026 FIT report, identify areas needing improvement, and develop a plan to ensure those areas are in good repair.	Principal & lead custodian Staff	Weekly/Monthly and as needed	District and Site	Staff identifies areas of need, as measured by Google Form requests for custodian support. Work orders have been addressed with 100% completion. The number of work orders will decrease by 5% as the year progresses. 99% or higher on the FIT report.

STUDY	ACT
What does the data tell us? Examine Action Steps and Evidence of Success	**How will we respond? Next steps?**
ILC has currently scored a 98.62% a rating of “good” on the annual FIT report completed in Spring 2025. A slight decrease of 0.7%.	Lead Custodian submitted work orders to fix areas of improvement. Principal and Lead Custodian will conduct weekly evaluation walkthroughs of the facility, as well as review work orders on a weekly basis.

Other (optional)

Component:

Element:

PLAN	DO				
SMART Goal	Specific Activity and Action Steps	Who is Responsible?	Timeline	Budget	Evidence of Success

STUDY	ACT
What does the data tell us? Examine Action Steps and Evidence of Success	How will we respond? Next steps?

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Intensive Learning Center (ILC). Student Conduct Code

BP 5144 Students

Discipline

The Board of Education desires to provide a safe, supportive, and positive school environment conducive to student learning and to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, and parent involvement can minimize the need for discipline.

Each school will implement effective, age-appropriate strategies for correcting student behavior. Such strategies may include, but are not limited to, conferences with students and their parents/guardians; use of study, guidance, or other intervention-related teams; enrollment in a program teaching prosocial behavior or anger management; and participation in a restorative justice program. Staff shall use preventative measures and positive conflict resolution techniques whenever possible. Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as suspension and expulsion, shall be imposed only when required by law and when other means of correction have failed. (Education Code 48900.5)

Board policies and administrative regulations shall outline acceptable student conduct and provide the basis for sound disciplinary practices.

The administrative staff at each school may develop disciplinary rules to meet the school's particular needs. However, the rules shall be consistent with law, Board policy, and district regulations. The Board may review, at an open meeting, the approved school discipline rules for consistency with Board policy and state law. (Education Code

35291.5)

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health and opportunity to learn.

Persistently disruptive students may be assigned to alternative programs or removed from school in accordance with law, Board policy, and administrative regulation.

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.

The Superintendent or designee may provide professional development as necessary to assist staff in developing consistent classroom management skills, implementing effective disciplinary techniques, and establishing cooperative relationships with parents/guardians.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. (Education Code 49001)

However, corporal punishment does not include any pain or discomfort suffered by a student as a result of his/her voluntary participation in an athletic or other recreational competition or activity. In addition, an employee's use of force that is reasonable and necessary to protect himself/herself, students, staff, or other persons, to prevent damage to property, or to obtain possession of weapons or other dangerous objects within the control of the student is not corporal punishment. (Education Code 49001)

BP 5145.12 Students

Search And Seizure

The Board of Education is fully committed to promoting a safe learning environment and, to the extent possible, eliminating the possession and use of weapons, illegal drugs, and other controlled substances by students on school premises and at school activities. As necessary to protect the health and welfare of students and staff, school officials may search students, their property, and/or district property under their control and may seize illegal, unsafe, or otherwise prohibited items.

The Board urges that employees exercise discretion and good judgment. When conducting a search or seizure, employees shall act in accordance with law, Board policy, and administrative regulation.

Individual Searches

School officials may search any individual student, his/her property, or district property under his/her control when there is a reasonable suspicion that the search will uncover evidence that he/she is violating the law, Board policy, administrative regulation, or other rules of the district or the school. Reasonable suspicion shall be based on specific and objective facts that the search will produce evidence related to the alleged violation. The types of student property that may be searched by school officials include, but are not limited to, lockers, desks, purses, backpacks, student vehicles parked on district property, cellular phones, or other electronic communication devices.

Any search of a student, his/her property, or district property under his/her control shall be limited in scope and designed to produce evidence related to the alleged violation. Factors to be considered by school officials when determining the scope of the search shall include the danger to the health or safety of students or staff, such as the possession of weapons, drugs, or other dangerous instruments, and whether the item(s) to be searched by school officials are reasonably related to the contraband to be found. In addition, school officials shall consider the intrusiveness of the search in light of the student's age, gender, and the nature of the alleged violation.

Employees shall not conduct strip searches or body cavity searches of any student. (Education Code 49050)

Searches of individual students shall be conducted in the presence of at least two district employees.

The principal or designee shall notify the parent/guardian of a student subjected to an individualized search as soon as possible after the search.

Searches of Multiple Student Lockers/Desks

All student lockers and desks are the property of the district. The principal or designee may conduct a general inspection of school properties that are within the control of students, such as lockers and desks, on a regular, announced basis, with students standing by their assigned lockers or desks. Any items contained in a locker or desk shall be considered to be the property of the student to whom the locker or desk was assigned.

Conduct Code Procedures

BP 5131 Students Conduct

The Board of Education believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, going to or coming from school, at school activities, or using district transportation.

The Superintendent or designee shall ensure that each school develops standards of conduct and discipline consistent with Board policies and administrative regulations. Students and parents/guardians shall be notified of district and school rules related to conduct.

Prohibited student conduct includes, but is not limited to:

1. Conduct that endangers students, staff, or others, including, but not limited to, physical violence, possession of a firearm or other weapon, and terrorist threats
2. Discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hate-motivated behavior, cyberbullying, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption
3. Conduct that disrupts the orderly classroom or school environment
4. Willful defiance of staff's authority
5. Damage to or theft of property belonging to students, staff, or the district. The district shall not be responsible for students' personal belongings which are brought on campus or to a school activity and are lost, stolen, or damaged.
6. Obscene acts or use of profane, vulgar, or abusive language
7. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs
8. Possession or use of a laser pointer, unless for a valid instructional or other school-related purpose (Penal Code 417.27)

Prior to bringing a laser pointer on school premises for a valid instructional or school-related purpose, a student shall obtain permission from the principal or designee.

9. Use of a cellular/digital telephone, pager, or other mobile communications device during instructional time

Such devices shall be turned off in class, except when being used for a valid instructional or other school-related purpose as determined by the teacher or other district employee, and at any other time directed by a district employee. Any device with camera, video, or voice recording function shall not be used in any manner which infringes on the privacy rights of any other person. No student shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician or surgeon to be essential for the student's health and the use of which is limited to purposes related to the student's health. (Education Code 48901.5)

10. Plagiarism or dishonesty on school work or tests
11. Inappropriate attire
12. Tardiness or unexcused absence from school
13. Failure to remain on school premises in accordance with school rules

Employees are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or receive a report of a violation of these standards, to immediately intervene or call for assistance. If an employee believes a matter has not been resolved, he/she shall refer the matter to his/her supervisor or an administrator for further investigation.

When a school official suspects that a search of a student or his/her belongings will turn up evidence of the student's violation of the law or school rules, such a search shall be conducted in accordance with Board Policy and Administrative Regulation 5145.12 - Search and Seizure.

When a student uses any prohibited device, or uses a permitted device in any unethical or illegal activity, a district employee may confiscate the device. The employee shall store the item in a secure manner until an appropriate time.

Students who violate district or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, referral to a student success team or counseling services, or denial of participation in extracurricular or cocurricular activities or other privileges in accordance with Board policy and administrative regulation. The Superintendent or designee shall notify local law enforcement as appropriate.

Students also may be subject to discipline, in accordance with law, Board policy, or administrative regulation, for any off-campus conduct during nonschool hours which poses a threat or danger to the safety of students, staff, or district property, or substantially disrupts school activities.

(J) Hate Crime Reporting Procedures and Policies

BP 5145.9 Students

Hate-Motivated Behavior

In order to create a safe learning environment for all students, the Board of Education desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students so as to enable them to gain a true understanding of the civil rights and social responsibilities of people in society. The district prohibits discriminatory behavior or statements that degrade an individual on the basis of his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices.

Grievance Procedures

Any student who believes he/she is a victim of hate-motivated behavior shall immediately contact the Coordinator for Nondiscrimination/Principal. Upon receiving such a complaint, the Coordinator/Principal shall immediately investigate the complaint in accordance with school-level complaint process/grievance procedures as described in AR 5145.7 - Sexual Harassment. A student who has been found to have demonstrated hate-motivated behavior shall be subject to discipline in accordance with law, Board policy, and administrative regulation.

Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the Coordinator/Principal, Superintendent or designee, and/or law enforcement, as appropriate.

As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

Procedures for Preventing Acts of Bullying and Cyber-bullying
BP 5131.2 Students

Bullying
The Board of Education recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect 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 other student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.
The Superintendent or designee shall develop strategies for addressing bullying in district schools with the involvement of students, parents/guardian, and staff. As appropriate, the Superintendent or designee may also collaborate with social services, mental health services, law enforcement, courts, other agencies, and community organizations in the development and implementation of effective strategies to promote safety in schools and the community.
Such strategies shall be incorporated into the comprehensive safety plan and, to the extent possible, into the local control accountability plan, and other applicable district and school plans.
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. If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint
Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

Bullying Protocols and Policies
The Bellflower Unified School District believes that all students have the right to attend school in a safe learning environment. The Bellflower Unified School District will not tolerate behaviors that may compromise the safety of students. A student shall not intimidate or harass another student through words or actions. Such behavior includes direct physical contact, verbal assaults and/or social isolation or manipulation..
The Bellflower Unified School District expects students and/or staff to immediately report incidents of bullying to the principal or designee. Any complaint will be immediately investigated. Staffs are expected to immediately intervene if they see any incident of bullying occurring.
To ensure bullying does not occur on school campuses, the Bellflower Unified School District will provide professional development regarding bullying prevention in order to ensure a safe learning environment.
This policy applies to students on school grounds, while traveling to and from school or at any school-sponsored activity whether on or off grounds. Students who bully are in violation of this policy and are subject to disciplinary actions up to and including expulsion.

Safe Place to Learn Act
EC§ 234 and 234.1 - Safe Place to Learn Act – The Bellflower Unified School District is committed to maintaining a learning environment that is free from discrimination, harassment, violence, intimidation, and bullying based on actual or perceived characteristics set forth in Section 422.55 of the Penal Code and EC 220, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. All school personnel who witness an act of discrimination, harassment, intimidation, or bullying must take immediate steps to intervene when safe to do so. Any student who engages in acts of discrimination, harassment, violence, intimidation, or bullying related to school activity or school attendance occurring within a school of the school district may be subject to disciplinary action up to and including expulsion.

Opioid Prevention and Life-Saving Response Procedures
Community partnerships to provide support to students for drug prevention and restorative interventions
Additional counselors for mental health support at secondary sites
Adequate supply of Naloxone nasal spray and training provided for personnel
Report of Naloxone Administration done when nasal spray is used.
Parent workshops

Response Procedures for Dangerous, Violent, or Unlawful Activity
Partnerships with local law enforcement and fire authority
Safety Plan review by law enforcement and fire authority to determine appropriate response procedures for dangerous, violent, or unlawful activity (see specific acts)
Site walkthrough to determine how to ensure sites are safe from dangerous acts
Active Shooter training at all school sites, administration, and classified personnel.
Stop the Bleed training
Incident Command training for administrators

Instructional Continuity Plan

Introduction and Purpose of the Instructional Continuity Plan (ICP)

Information about the Instructional Continuity Plan (ICP) requirements, revision and adoption dates.

This Instructional Continuity Plan (ICP) was last revised on June 30, 2025 and adopted by Intensive Learning Center (ILC). on June 30, 2025 to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

This ICP will be included in the LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27. This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.

Please see the Instructional Continuity Plan in the attachments.

Engagement with Pupils and Families

Protocol for Engagement

Protocol for engagement with pupils and their families.

As required, Intensive Learning Center (ILC). will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

Methods of Two-Way Communication

Methods for two-way engagement.

The protocol for engagement with pupils and their families is designed to establish two-way communication. Current existing methods include:

- Short messaging service (SMS)
- Phone Calls
- Email
- School Portal
- Social Media
- Flyers

Plans for Unforeseen Events

Plans to address unforeseen events such as power outages and damage to infrastructure and how they may impact methods for two-way communication.

Support for Special Needs

Plans designed to identify and provide support for pupils' social-emotional, mental health, and academic needs.

Access to Instruction

Timeline for Access to Instruction

Timeline for access to instruction no more than 10 instructional days following the emergency.

As required, Intensive Learning Center (ILC). will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

Conditions for Resuming Access to In-Person Instruction

Conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery.

Outlined below are conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery, including:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Sufficient staff available
- Kitchens operational for meals

Remote Instruction

Plans for remote instruction.

As required, Intensive Learning Center (ILC). remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs.

Access to Instructional Materials

Methods for distributing digital and non-digital materials.

As required, remote instruction offered will align with expectations of access and equity.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

As required, remote instruction offered will align with expectations of access and equity.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

Intensive Learning Center (ILC). provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning:

Instructional Continuity

Communication Protocols

Communication protocols for families, students, staff and faculty, including how information will be made available and with what frequency including methods and timelines.

Technological Readiness

Technology readiness for educators and students to support a pivot from in-person to remote learning through independent study including early access to independent study program written agreements, online access to assignments and academic resources, assignment of devices, online instructional platform and access to internet and devices.

Instruction and Assessment

Prioritization of essential learning, making standards-aligned learning objectives, methods for monitoring progress and additional support whenever possible, including tutoring, check-ins, virtual office hours or other methods.

Access (Equity, Accessibility, and Inclusion)

Equity, Accessibility, and Inclusion

How all students, including those with disabilities, those experiencing homelessness, foster youth, or English learner (EL) students will continue to have equal access to instructional resources.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

English Leaners (EL)

How will EL students continue to be supported in alignment with the California English Learner Roadmap Policy.

Professional Learning

Professional learning opportunities and resources utilized to if the need to pivot to remote instruction and assessment arises.

Well-Being and Support Services

How the LEA will provide access to physical and mental health professionals, including those who speak languages other than English.

Plans to provide access back-up, water and medicines in the event of an emergency.

Plans to ensure continuity of other support services, including special education, counseling, after-school programs, and access to kitchens and food services, adapting these services to the online or hybrid environment when necessary.

Site-Based Collaboration

How administrators, faculty, information technology staff, students, and parents in the development and implementation of this ICP.

Return to Site-Based Learning

Conditions that must be met prior to returning from disruption including reopening sites.

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into Intensive Learning Center (ILC).'s Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of Intensive Learning Center (ILC).'s Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan. A locally-adopted CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis:

Safety Plan Appendices

Emergency Contact Numbers

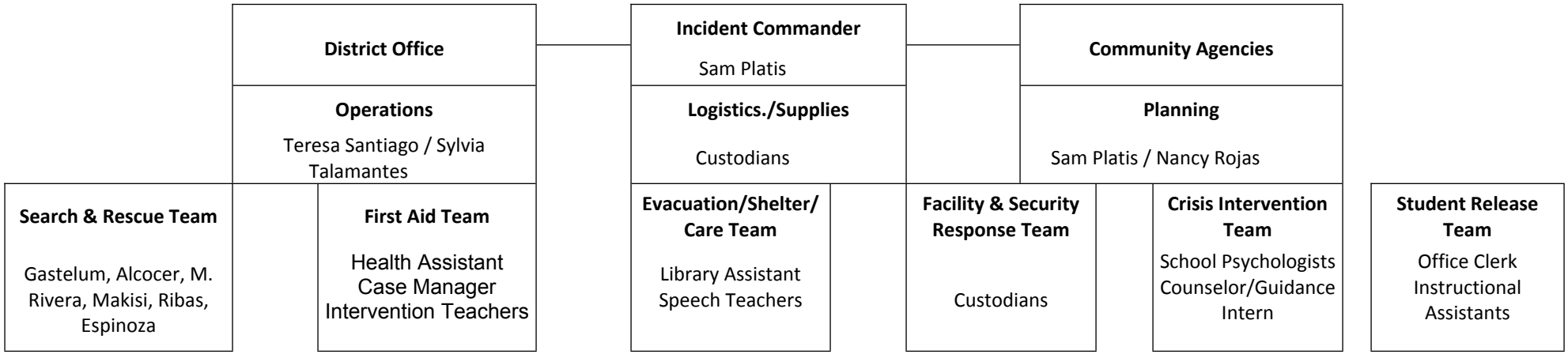
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
School District	Principal, Sam Platis	(562) 882-4414 Cell	Contact #1
School District	Assistant Principal, Nancy Rojas	(562) 704-8694 Cell	Contact #2
School District	Custodial Security Manager, Ramon Quintana	(310) 283-9734 Cell	Contact #3
School District	Director of Maintenance, Patrick Turner	(562) 446-7236 Cell	Contact #4
School District	District Superintendent Erin Simon	(562) 727-0290 Cell	Contact #5
School District	Mayfair HS Plant Manager, Kenny John	(562) 884-9801 Cell	Contact #6
			Contact #7
Law Enforcement/Fire/Paramedic	Bellflower Sub Station	(562) 925-0124	
Law Enforcement/Fire/Paramedic	Lakewood Sheriff	(562) 623-3500	
Law Enforcement/Fire/Paramedic	LA County Fire Department	(310) 638-6121	
Public Utilities	Edison	(800) 611-1911	
Public Utilities	Gas Company	(800) 427-2200	
City Services	Water Services and Resources	(800) 999-4033	
Public Utilities	SEAACA	(562) 803-3301	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	**Date and Time**	**Attached Document** (description and location)
Public Meeting before the School Safety Plan (gathered Input)	12/11/25 at 8:15 a.m.	Agenda and minutes (attachments)
ELAC Meeting	12/11/25 at 9:00 AM	Agenda, and minutes (attachments)
SSC and Safety Committee Meeting reviewed input and approved Safety Plan	12/17/25 at 1:30 PM	Agenda, minutes and signature page (attachments)

Intensive Learning Center (ILC). Incident Command System



Incident Command Team Responsibilities

Teams	Personnel	Responsibilities	Equipment/Supplies
Incident Command	Sam Platis	School-related responsibilities and duties include: • Establish and manage the Command Post, establish the incident organization, and determine strategies to implement protocols and adapt as needed. • Monitor incident safety conditions and develop measures for ensuring the safety of building occupants (including students, staff, volunteers, and responders). • Coordinate media relations and information dissemination with the principal. • Develop working knowledge of local/regional agencies, serve as the primary on-scene contact for outside agencies assigned to an incident, and assist in accessing services when the need arises. • Document all activities.	Mega-Phone, First Aid, School Safety Plan Binder, Walkie Talkie
Operations	Teresa Santiago / Sylvia Talamantes	Directs all tactical operations of an incident including implementation of response/recovery activities according to established incident management procedures and protocols, care of students, first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents. Specific responsibilities include: • Analyze school staffing to develop a Parent-Student Reunification Plan, and implement an incident action plan. • Monitor site utilities (i.e., electric, gas, water, heat/ventilation/air conditioning) and shut off only if danger exists or directed by Incident Commander, and assist in securing facility. • Establish medical triage with staff trained in first aid and CPR, provide	Walkie Talkie, Maps, Access to School Plan

		and oversee care given to injured persons, distribute supplies, and request additional supplies from the Logistics Section. • Provide and access psychological first aid services for those in need, and access local/regional providers for ongoing crisis counseling for students, staff, and parents. • Coordinate the rationed distribution of food and water, establish secondary toilet facilities in the event of water or plumbing failure, and request needed supplies from the Logistics Section. • Document all activities.	
Search and Rescue Team	Gastelum Alcocer M. Rivera Mayorga Ribas Espinoza	Search & Rescue Teams search the entire school facility, entering only after they have checked the outside for signs of structural damage and determined that it is safe to enter. Search & Rescue Teams are responsible for ensuring that all students and staff evacuate the building (or, if it is unsafe to move the persons, that their locations are documented so that professional responders can locate them easily and extricate them). Search and Rescue Teams are also responsible for: • Identifying and marking unsafe areas. • Conducting initial damage assessment. • Obtaining injury and missing student reports from teachers.	Gate keys, search vests, phone numbers to command post, walkie talkies
First Aid Team	Health Assistant Case Manager Intervention Teachers	First Aid Teams provide triage, treatment, and psychological first aid services. First Aid Teams are responsible for: • Setting up first aid area for students. • Assessing and treating injuries. • Completing master injury report.	First Aid for triage, Mega Phone, Triage plan
Evacuation/Shelter/Care Team	Library Assistant Speech Teachers	Evacuation, shelter, and student care in an incident are among the most important tasks faced by schools. These tasks include student accounting,	Water, food, Walkie-Talkie

		protection from weather, providing for sanitation needs, and providing for food and water. The Evacuation/Shelter/Care Team is responsible for: • Accounting for the whereabouts of all students, staff, and volunteers. • Setting up a secure assembly area. • Managing sheltering and sanitation operations. • Managing student feeding and hydration. • Coordinating with the Student Release Team. • Coordinating with the Logistics Section to secure the needed space and supplies.	
Facility & Security Response Team	Custodians	The Facility & Security Response Team is responsible for: • Locating all utilities and turning them off, if necessary. • Securing and isolating fire. • Assessing and notifying officials of fire. • Conducting perimeter control.	Map of electrical panels, water, piping, gates.
Crisis Intervention Team	School Psychologists Counselors/Guidance Intern	The Crisis Intervention Team is responsible for: • Assessing need for onsite mental health support. • Determining need for outside agency assistance. • Providing onsite intervention/counseling. • Monitoring well-being of school Incident Management Team, staff, and students, and reporting all findings to the Operations Section.	Walkie-Talkie, Support Triage area
Student Release Team	Office Clerk Instructional Assistants	Reunification refers to getting students reunited with their parents or guardians in an efficient and orderly manner. Reunification can be an enormous challenge and takes a lot of planning. The Student Release Team is responsible for: • Setting up secure reunion area. • Checking student emergency cards for authorized releases.	Student emergency cards, Walkie Talkies, gate keys

		• Completing release logs.	
Logistics/Supplies	Custodians	Supports incident management operations by securing and providing needed personnel, equipment, facilities, resources, and services required for incident resolution; coordinating personnel; assembling and deploying volunteer teams; and facilitating communication among incident responders. This function may involve a major role in an extended incident.	Map to electrical panes, water, piping, and gates
Planning	Sam Platis / Nancy Rojas	Collects, evaluates, and disseminates information needed to measure the size, scope, and seriousness of an incident and to plan appropriate incident management activities. Duties may include: • Assist Incident Commander in the collection and evaluation of information about an incident as it develops (including site map and area map of related events), assist with ongoing planning efforts, and maintain incident time log. • Document all activities.	Cell phone, walkie-talkie. blackboard access, safety binder, pertinent access to communication regarding school safety from City's emergency response team: Sheriff, Fire Department, etc.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

Step Two: Identify the Level of Emergency

Step Three: Determine the Immediate Response Action

Step Four: Communicate the Appropriate Response Action

Types of Emergencies & Specific Procedures

Aircraft Crash
If an air collision was to occur on or near school site:
“Lockout” and wait for the direction of law enforcement or fire personnel..
If an aircraft was to collide into a school site:
Evacuate to EOC if possible. If not possible, evacuate to your secondary location.

Animal Disturbance
“Lockout” and contact animal control (SEAACA - Southeast Area Animal Control Authority). If unable to contact SEAACA, contact law enforcement.
Phone: (562) 803-3301.

Armed Assault on Campus
Active Shooter: Run, Hide, Fight.
https://drive.google.com/file/d/18PEH-Y9tkT9KOpoW8A_fI4OEwTbdbwjq/view?usp=sharing

Biological or Chemical Release
“Shelter in Place” and wait for the direction of law enforcement or fire personnel..

Bomb Threat/ Threat Of violence

Bomb Threat Call Procedures:

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

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

If a bomb threat is received by handwritten note:

- Call Principal, 911, Superintendent
- Handle notes as minimally as possible.

If a bomb threat is received by email:

- Call Principal, 911, Superintendent
- Do not delete the message.

Signs of suspicious package:

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

DO NOT:

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

Who To Contact:

- Principal
- 911
- Superintendent's Office ext. 2100 2101, (562) 866-9011

Bomb Threat Checklist
Date:
Time:
Time Caller Hung Up:
Phone Number Where Call Received:

Ask Caller:
Where is the bomb located? (Building, Floor, Room, etc.)
When will it go off?

What does it look like?
What kind of bomb is it?
What will make it explode?
Did you place the bomb? Yes/No
Why?
What is your name?

Exact Word of Threat:

Information About Caller:
Where is the caller located? (Background and level of noise)
Estimated age:
Is the voice familiar? If so, who does it sound like?

Bus Disaster
Call 911, notify the district, school site, and transportation. Follow directions of law enforcement personnel and district/site administration.
Notify parents
Identify a reunification site
Transportation provide a second bus to transport students to reunification site
Identify adults that can accompany students to the hospital. One adult per student
District Admin
Site Admin
Counselors
Security Personnel

Disorderly Conduct
"Lockout" or "Lockdown" if necessary, call law enforcement if unable to de-escalate the situation.

Disorderly Conduct:
Conduct that disturbs the peace, morals, or safety of the general public or of a class of people. In other words, behavior that causes others to become annoyed, alarmed, offended, inconvenienced, physically injured, or financially harmed. Examples of such behavior include, but are not limited to: being drunk in public, loitering, fighting, making loud or disturbing noise(s), making offensive expressions or gestures, and damaging public or private property.
Penal Code 415 PC:
California Penal Code 415 describes the crime of disturbing the peace which covers a broad range of public disruptive behavior – such as loud arguments, loud noises, challenges to fight someone, and even offensive words that might provoke a violent and immediate reaction from another person.
Penal Code 415.5 PC:
Section 415.5 - Unlawful fighting, disturbance by noise, or use of offensive words on school property (a) Any person who (1) unlawfully fights within any building or upon the grounds of any school, community college, university, or state university or challenges another person within any building or upon the grounds to fight, or (2) maliciously and willfully disturbs another person within any of these buildings or upon the grounds by loud and unreasonable noise, or (3) uses offensive words within any of these buildings or upon the grounds which are inherently likely to provoke an immediate violent reaction.
Penal Code 602 PC:
The crime of "trespassing" is covered under California Penal Code Section 602, which prohibits someone from entering or remaining on another person's property without permission..
What's key with 602 PC, the admin at the school must tell the person(s) who is on the property that they must leave the property and they are not welcome.

Earthquake
If you are inside a building, move no more than a few steps, then Drop, Cover and Hold On:

DROP to the ground (before the earthquake drops you!),

Take COVER by getting under a sturdy desk or table, and

HOLD ON to it until the shaking stops..

Stay indoors till the shaking stops and you are sure it is safe to exit. In most buildings you are safer if you stay where you are until the shaking stops.

If you are outdoors when the shaking starts, you should find a clear spot away from buildings, trees, streetlights, and power lines, then Drop, Cover and Hold On. Stay there until the shaking stops.

Evacuation Procedure:

- When announcement is made or alarm sounds
- Take closest and safest way out as posted use secondary route if

primary route I blocked or hazardous

- Take your roll book for student accounting.
- Assist those needing special assistance.
- Do not stop for student/staff belongings.
- Go to the designated assembly area.
- Check for injuries
- Take attendance; report according to Student Accounting and Release procedures.
- Wait for further instructions.

Explosion or Risk Of Explosion
Call 911
Take cover under sturdy furniture, leave the building if directed to do so by emergency responders or if in immediate danger. Move well away from the site of the hazard to a safe location (on / off site depending on risk to staff and students).

Fire in Surrounding Area
Move students and staff away from the immediate threat, and follow the directions of fire personnel and law enforcement.

Fire on School Grounds
Move students and staff away from the immediate threat. Evacuate off site, if necessary, and follow the directions of fire personnel and law enforcement.

Flooding
Move students and staff away from the immediate threat. Evacuate off site, if necessary, and follow the directions of fire personnel and law enforcement.

Loss or Failure Of Utilities
Use generator to restore power and contact district and utility company..

Motor Vehicle Crash
Call 911, move students and staff away from the immediate threat. Evacuate off site, if necessary, and follow the directions of fire personnel and law enforcement.

Pandemic
Follow protocols released by the Department of Public Health.

Psychological Trauma
Dial 911, PET Team (DMH), Counselors, School Psychologists, District Office personnel. Contact 211 to access local community services and/or 988 for California's Mental Health Crisis Hotline, depending on need.

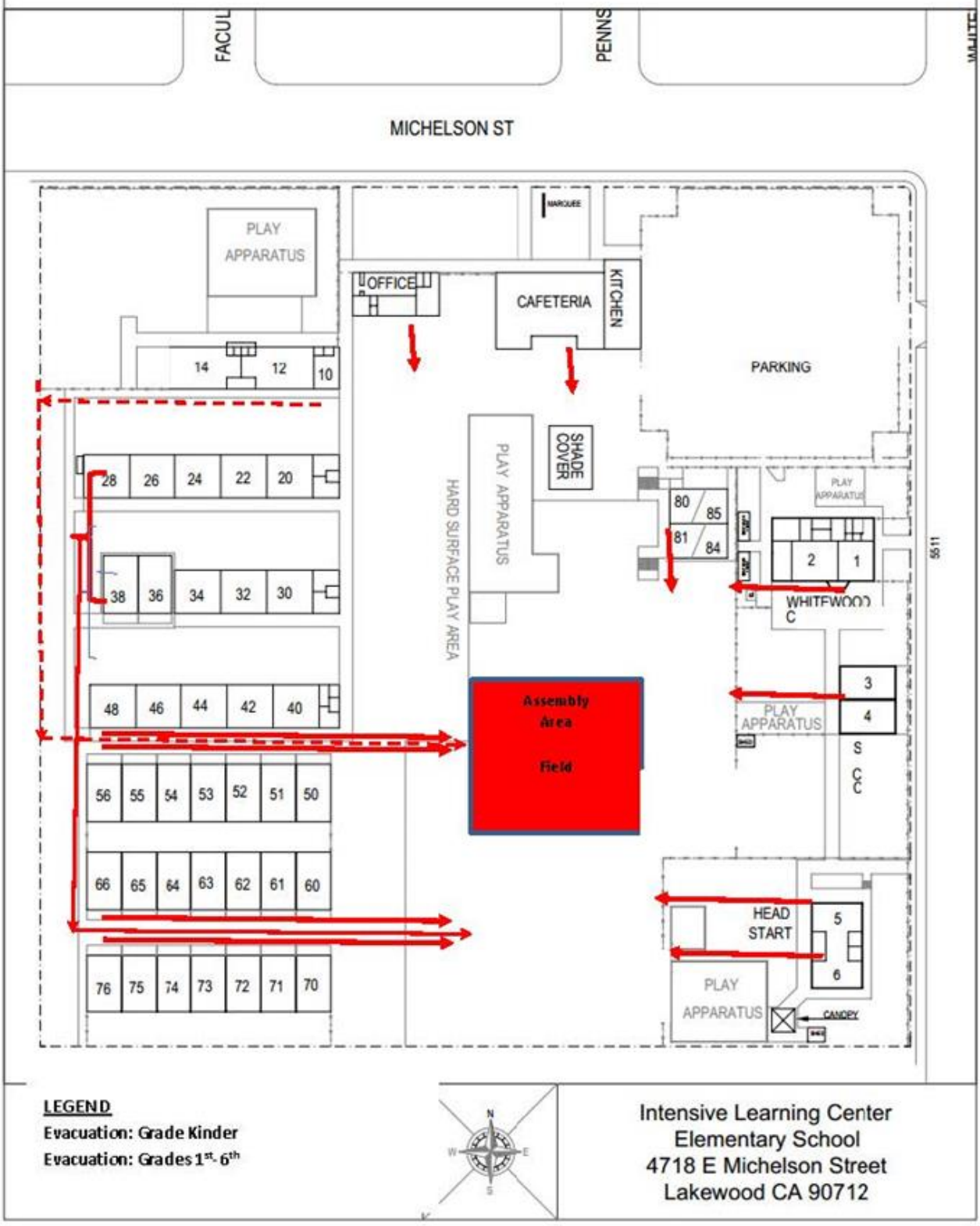
Suspected Contamination of Food or Water
Refrain from eating food and/or water, turn off water, contact the health department, nutrition services and district personnel

Tactical Responses to Criminal Incidents
Follow Lockout or Lock Down procedures depending on the threat.

Unlawful Demonstration or Walkout
Contact law enforcement and district if a demonstration or walkout becomes dangerous or a risk to others. Lockout (close and lock all doors but continue as usual), or lockdown (close & lock all doors, turn off lights, close blinds, remain silent) if necessary..

Emergency Evacuation Map

EMERGENCY EVACUATION PLAN



LEGEND

Evacuation: Grade Kinder

Evacuation: Grades 1st- 6th

Intensive Learning Center
Elementary School
4718 E Michelson Street
Lakewood CA 90712

Safety Drill Forms
See Attachments

EMERGENCY PROCEDURE
STUDENT ACCOUNTING FORM

Teacher's Name: Grade: Room Number:

Missing Students? Yes/No

Missing Students' Names:

_____ _____

_____ _____

_____ _____

_____ _____

Absent Students? Yes/No

Absent Students' Names:

_____ _____

_____ _____

_____ _____

_____ _____

Reporting of Child Abuse

- All certificated school personnel are required to report suspected child abuse.

- A report is to be made to the child protective agency immediately or as soon as practically possible by telephone.

  Los Angeles County — 800-540-4000 → within CA
  213-639-4500 → outside CA
  800-272-6699 → TDD

- A written report will be forwarded within 36 hours.

  - Mandated reporters can complete the written report online at http://dcfs.co.la.ca.us/
  - Click on the link on the left hand side of the page labeled "For Mandated Reporters Only (Complete your written report on-line)"
  - You will need the 19 digit referral number to login

- Please inform the principal of your intention to report.

- No supervisor may impede or inhibit the reporting duties. No reporting employee shall be subject to any sanctions.

- Any person who fails to report an instance of child abuse which he or she knows to exist or reasonably should know to exist, is guilty of misdemeanor.



Intensive Learning Center Emergency Information

All parents will have concerns about the safety of their children and about safety measures and practices that are in place and are carried out daily. We wanted you to be aware of the safety plan already in place at the Intensive Learning Center, and efforts to reinforce those measures. At the Intensive Learning Center, we practice fire drills, earthquake drills, and lockdown drills on a monthly basis. We have specific locations and procedures in place in the event of an emergency, either on or off campus.

Student Release Plan

If an onsite evacuation occurs, the primary location for reuniting parents and staff with their families would be at the front gate, between the principal's office and the north parking lot. The Sheriff's Department will assist the school if needed to organize the releasing of students.

In the event of an off site evacuation, a student list will be kept by a school official. School officials will maintain control over the care and release of the students. The school has an emergency plan in place for releasing students in the case of an emergency.

Adults listed on the emergency card will be allowed to pick up your child with their ID. Please have your ID out and ready.

Off-Site Evacuations

Minor Evacuation:
Lakewood Center Mall
500 Lakewood Center Mall
Lakewood, CA 90712

Major Evacuation:
Mayfair Park
5720 Clark Ave
Lakewood, CA 90712

(562) 925-0707

(562) 866-4776

think TOGETHER

Safety Drills Log

In the event of an emergency, Site Leaders, Program Staff, students and parents must understand safety and contingency plans.

Fire Drill 3x per school year, Lockdown 3x per school year, Earth Quake Drill 3x per school year: Each month the students and staff practice a drill. Calendars indicate when this drill will or did occur. Confirmation with staff and students verify the frequency. All drills should align with the school days plan.

MONTH	DATE	TIME	Who conducted the emergency drill?	Which Drill was conducted: Fire, Earthquake, Lockdown, etc.	Comments or Notes
August	8/29/25	4:15 PM	SPM	Lockdown	
September	9/19/25	4:15 PM	SPM	Fire	
October	10/22/25	3:00 PM	SPM	Earthquake	
November	11/3/25	4:15 PM	SPM & ASC	Lockdown	
December	12/4/25	3:30	SPM & ASC	Fire	
January	1/23/26	3:30			
February	2/27/26				
March	3/27/26				
April	4/29/26				
May	5/29/26				
June	6/3/26				
July					

HOW TO RESPOND
WHEN AN ACTIVE SHOOTER IS IN YOUR VICINITY

QUICKLY DETERMINE THE MOST REASONABLE WAY TO PROTECT YOUR OWN LIFE. CUSTOMERS AND CLIENTS ARE LIKELY TO FOLLOW THE LEAD OF EMPLOYEES AND MANAGERS DURING AN ACTIVE SHOOTER SITUATION.

1. Run

- Have an escape route and plan in mind
- Leave your belongings behind
- Keep your hands visible

2. Hide

- Hide in an area out of the active shooter's view.
- Block entry to your hiding place and lock the doors

CALL 911 WHEN IT IS SAFE TO DO SO

3. Fight

- As a last resort and only when your life is in imminent danger.
- Attempt to incapacitate the active shooter
- Act with physical aggression and throw items at the active shooter

HOW TO RESPOND
WHEN LAW ENFORCEMENT ARRIVES ON THE SCENE

1. HOW YOU SHOULD REACT WHEN LAW ENFORCEMENT ARRIVES:

- Remain calm, and follow officers' instructions
- Immediately raise hands and spread fingers
- Keep hands visible at all times
- Avoid making quick movements toward officers such as attempting to hold on to them for safety
- Avoid pointing, screaming and/or yelling
- Do not stop to ask officers for help or direction when evacuating, just proceed in the direction from which officers are entering the premises

2. INFORMATION YOU SHOULD PROVIDE TO LAW ENFORCEMENT OR 911 OPERATOR:

- Location of the victims and the active shooter
- Number of shooters, if more than one
- Physical description of shooter/s
- Number and type of weapons held by the shooter/s
- Number of potential victims at the location

RECOGNIZING SIGNS
OF POTENTIAL WORKPLACE VIOLENCE

AN ACTIVE SHOOTER MAY BE A CURRENT OR FORMER EMPLOYEE. ALERT YOUR HUMAN RESOURCES DEPARTMENT IF YOU BELIEVE AN EMPLOYEE EXHIBITS POTENTIALLY VIOLENT BEHAVIOR. INDICATORS OF POTENTIALLY VIOLENT BEHAVIOR MAY INCLUDE ONE OR MORE OF THE FOLLOWING:

- Increased use of alcohol and/or illegal drugs
- Unexplained increase in absenteeism, and/or vague physical complaints
- Depression/Withdrawal
- Increased severe mood swings, and noticeably unstable or emotional responses
- Increasingly talks of problems at home
- Increase in unsolicited comments about violence, firearms, and other dangerous weapons and violent crimes

Contact your building management or human resources department
for more information and training on active shooter response in your workplace.

IN CASE OF

SHOOTER





IF YOU SEE SOMETHING, SAY SOMETHING

RUN



- ✓ Be aware of alternate exits wherever you go
- ✓ Quickly and cautiously evacuate in a direction away from the attacker and keep hands empty, raised, and visible
- ✓ Don't hesitate and leave your belongings behind
- ✓ Don't stop until you are sure you have reached a safe location
- ✓ Stay low, peek around corners before running down a hallway
- ✓ Do not sound the fire alarm

HIDE



- ✓ Hide in an area out of the shooter's view
- ✓ Lock doors and barricade with heavy furniture
- ✓ Silence your cell phone and remain quiet and still
- ✓ Hide behind large items and dial 911 if possible
- ✓ Stay in place until law enforcement gives you the all clear

FIGHT



- ✓ Use anything in the room as a weapon (fire extinguisher, shoes, staplers, etc.
- ✓ Use teamwork and surprise. A coordinated ambush can stop an attacker
- ✓ Attempt to disarm or direct the weapons away from you and others
- ✓ Be as aggressive as possible, you're fighting for your life!

ACT

When the Shooting Stops:

- Render first aid, use first aid kits, towels, shirts, bed sheets, etc. for tourniquets, use power cords, phone cords, etc.
- When law enforcement arrives, keep hands visible, spread fingers, leave all personal items behind, and calmly follow their directions.
- **STAY INSIDE YOUR SECURED LOCATION UNTIL LAW ENFORCEMENT COMES TO YOU!**

Information to Provide 911:

- Location of Shooter
- Number of Shooters
- Physical description of Shooter (s)
- Description of weapon(s)
- Number of potential victims at location

Building #: _____

Room #: _____

BELLFLOWER UNIFIED SCHOOL DISTRICT
BELLFLOWER CERRITOS LAKEWOOD

CALL/TEXT 911 WHEN YOU'RE SAFE TO DO SO

INTENSIVE LEARNING CENTER

SOAR BEHAVIOR REFERRAL

Student's Name:_____ Date:_____ Time:_____

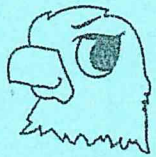
Referred By:_____ Teacher:_____

I need to work on: **Show kindness** **Own your behavior** **Act responsibly** **Ready to learn**

Problem occurred during: Class Recess Cafeteria Noon Play Hallway Other_____

FAILED TO

- ☐ Respect other people and their property
- ☐ Keep hands, feet and objects to yourself
- ☐ Listen carefully and follow directions
- ☐ Work without disturbing others
- ☐ Appropriately use:_____
- ☐ Other_____
- ☐ Complete assigned work
  - ☐ (a) classwork
  - ☐ (b) homework



CONSEQUENCE ☐ Verbal Warning ☐ Revoke Privileges:_____ ☐ Detention->Date:_____(2:30p.m.-3:00p.m.)

☐ Behavior Contract ☐ Sent Home with Parent Conference ☐ Sent to Principal ☐ Suspension_____

☐ Other _____

☐ No Conference Needed ☐ Conference ☐ Conference Date:_____ Conference Findings:_____

☐ Parent signature (return tomorrow):_____

☐ Administrative Referral (Principal/Designee): _____

White - Parent Yellow - Teacher Pink - Office

ILC

COMPREHENSIVE SCHOOL SAFETY PLAN

LAW ENFORCEMENT & DISTRICT APPROVAL

The Comprehensive School Safety Plan (CSSP) is required by Education Code 32282-32289 to be reviewed and updated annually and subsequently submitted for approval by the School Site Council or School Safety Planning committee as well as to the district's governing board or county office of education. The contents of the CSSP should include at a minimum, information assessing the current status of school crime committed on school campus and at school-related functions, strategies and programs that provide or maintain a high level of school safety, and procedures for complying with existing laws related to school safety.

Reviewed and Approved by:

- An evaluation of the Comprehensive School Safety Plan goals took place on 12/3/24 [EC32288].
- A hearing was held on 12/9/24 at the school to obtain public input pursuant to [EC32288].
- School staff was advised of the updated school safety plan during a faculty meeting [EC 35294.2(e)].
- The most current copy of the Comprehensive School Safety Plan is available in the school office for public review.

This Comprehensive School Safety Plan has been reviewed by a member of a law enforcement agency.

SIGNATURE:

J FERGUSON, JR	SGT
Name	**Title**
LASD	1/23/25
Agency	**Date**

This Comprehensive School Safety Plan has been reviewed by a member of a fire department agency.

SIGNATURE:

	Inspector
Name	**Title**
LACoFD	1-23-25
Agency	**Date**

The Comprehensive School Safety Plan was submitted to the office of Special Education and Student Support for approval.

APPROVED BY:

	1/07/2025
Assistant Superintendent	**Date**

ILC's PBIS Behavior Flow Chart & T-Chart

Observed Problem Behavior

Warning/Conference with Student

Is Behavior Minor or Major?

Minor

Use classroom consequence and go over SOAR expectations

Complete reflection with student (verbal or written) for data, & notify parent as applicable

Can also use Dojo data, individual bhvr charts, etc…

Does the student have 3 behavior reflections for the same behavior in the same trimester?

Write an office behavior referral

Major

Write an office behavior referral

Administrator determines/ administers consequence

Administrator provides teacher feedback *(parent contact made by teacher or Admin, as applicable)*

Behavioral referrals will be recorded on AERIES by office clerk

Minor = Classroom Managed

Disrespect
inappropriate language
excessive talking
inappropriate tone/attitude
name calling

Disruption and/or Defiance
bothering another student
refusing to work
playing/fiddling with materials
out of seat without permission
talking out of turn
noises/tapping on desk
calling out of turn
toys from home
off-task behavior
forgets to silence cell phone

Physical Contact
flicking objects at another student
play fighting/horseplay
running into others
in others' personal space (spatial awareness)

Property Misuse
writing on desk while working
breaking material
accidently breaking another student's property
accidently breaking school property

Tardy
comes to line-up area late
joins class once instruction has started

Technology Violation
cell phone out during school hours
disruption with text messages
changing icons on computer
browsing unassigned website (off-task)

Major = Office Managed

Disrespect
intentionally offensive comments
racial comments
offensive hand gesture
name calling with intent to harm (multiple offenses)

Disruption and/or Defiance
becomes danger to others
chronic refusal to work
destruction of property
walking out of class without permission
temper tantrum not quickly extinguished
repeated interruption
verbal abuse
repeated screaming/vocal outburst
cursing with intent
using cell phone during class time

Physical Contact
throwing items with intent to injure
hitting to intimidate
biting
inappropriate touching
physical contact with intent to harm

Property Misuse
taking another student's property
purposely breaking another student's property
purposely misusing/breaking school property
pulling fire-alarm

Tardy
excessive tardiness (letter home)
continued excessive tardiness after letter home, meeting with the principal

Technology Violation
refusal to put cell phone away
sending inappropriate texts/pictures
continuous violation of computer lab rules
sharing of unassigned website (off-task)
social media post affects learning
cyber bullying

The Flow chart/T-Chart illustrates examples of student behavior and groups them into categories, whether it is handled by the classroom teacher or by the office. Behavior on the teacher managed side that is not resolved through the classroom management plan or persists may then be referred to the office. There are two types of behavior **minor and **major**.*

INTENSIVE LEARNING CENTER
S O A R BEHAVIOR REFERRAL

Student's Name:_____ Date: _____

Referred By:_____ Room:_____
Teacher:_____

I need to work on**:** **Show kindness** **Own your behavior** **Act responsibly** **Ready to learn**
Problem occurred during: Class Recess Cafeteria Noon Play Hallway Other_____

FAILED TO

- ❑ Respect other people and their property
- ❑ Keep hands, feet and objects to yourself
- ❑ Listen carefully and follow directions
- ❑ Work without disturbing others
- ❑ Appropriately use:_____
- ❑ Other_____
- ❑ Complete assigned work
  - ❑ (a) classwork
  - ❑ (b) homework



_____
_

CONSEQUENCE ❑ Verbal Warning ❑ Revoke Privileges: _____ ❑ Detention Date: _____ (2:30 p.m. – 3:00 p.m.)

❑ Behavior Contract ❑ Sent Home with Parent Conference ❑ Sent to Principal ❑ Suspension _____

❑ Other

_____

❑ No Conference Needed ❑ Conference ❑ Conference Date: _____ Conference Findings: _____

❑ Parent signature (return tomorrow):_____

❑ Administrative Referral (Principal/Designee):_____

White - Parent **Yellow** –Teacher

INTENSIVE LEARNING CENTER
S O A R BEHAVIOR REFERRAL

Student's Name:_____ Date: _____

Referred By:_____ Room:_____
Teacher:_____

I need to work on**:** **Show kindness** **Own your behavior** **Act responsibly** **Ready to learn**
Problem occurred during: Class Recess Cafeteria Noon Play Hallway Other_____

FAILED TO

- ❑ Respect other people and their property
- ❑ Keep hands, feet and objects to yourself
- ❑ Listen carefully and follow directions
- ❑ Work without disturbing others
- ❑ Appropriately use:_____
- ❑ Other_____
- ❑ Complete assigned work
  - ❑ (a) classwork
  - ❑ (b) homework



_____
_

CONSEQUENCE ❑ Verbal Warning ❑ Revoke Privileges: _____ ❑ Detention Date: _____ (2:30 p.m. – 3:00 p.m.)

❑ Behavior Contract ❑ Sent Home with Parent Conference ❑ Sent to Principal ❑ Suspension _____

❑ Other _____

❑ No Conference Needed ❑ Conference ❑ Conference Date: _____ Conference Findings: _____

❑ Parent signature (return tomorrow):_____

❑ Administrative Referral (Principal/Designee):_____

White - Parent **Yellow** –Teacher

BOMB THREAT CALL PROCEDURES

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

If a bomb threat is received by phone:

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

If a bomb threat is received by handwritten note:

- Call Principal, 911, Superintendent
- Handle note as minimally as possible.

If a bomb threat is received by email:

- Call Principal, 911, Superintendent
- Do not delete the message.

Signs of a suspicious package:

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

DO NOT:

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

WHO TO CONTACT

- **Principal**
- **911**
- **Superintendent's office ext 2100, 2101, (562) 547-8447**

BOMB THREAT CHECKLIST

Date: _____ **Time:** _____

Time Caller Hung Up: _____ **Phone Number Where Call Received:** _____

Ask Caller:

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

Exact Words of Threat:

Information About Caller:

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

Caller's Voice

- ❑ Accent
- ❑ Angry
- ❑ Calm
- ❑ Clearing throat
- ❑ Coughing
- ❑ Cracking voice
- ❑ Crying
- ❑ Deep
- ❑ Deep breathing
- ❑ Disguised
- ❑ Distinct
- ❑ Excited
- ❑ **Female**
- ❑ Laughter
- ❑ Lisp
- ❑ Loud
- ❑ **Male**
- ❑ Nasal
- ❑ Normal
- ❑ Ragged
- ❑ Rapid
- ❑ Raspy
- ❑ Slow
- ❑ Slurred
- ❑ Soft
- ❑ Stutter

Background Sounds:

- ❑ Animal Noises
- ❑ House Noises
- ❑ Kitchen Noises
- ❑ Street Noises
- ❑ Booth
- ❑ PA system
- ❑ Conversation
- ❑ Music
- ❑ Motor
- ❑ Clear
- ❑ Static
- ❑ Office machinery
- ❑ Factory machinery
- ❑ Local
- ❑ Long distance

Threat Language:

- ❑ Incoherent
- ❑ Message read
- ❑ Taped
- ❑ Irrational
- ❑ Profane
- ❑ Well-spoken

Other Information:

_____

_____

Bellflower Unified School District

TRANSPORTATION DEPARTMENT INFORMATION



YOUR STUDENT'S SAFETY

IS OUR BUSINESS

CONTACT INFORMATION

TOLL FREE (855) 373-4758

HEMET UNIFIED: (951) 765-5100 EXT. 5880

PERRIS UNION: (951) 943-6640

SAN JACINTO UNIFIED: (951) 929-7700 EXT. 4410

PERRIS ELEMENTARY: (951) 943-6640

VAL VERDE UNIFIED: (951) 943-6640

ROMOLAND: (951) 943-6640

LOS ANGELES: (626) 453-3763

BELLFLOWER: (562) 804-6503

QUESTIONS *and* ANSWERS REGARDING SCHOOL BUS TRANSPORTATION

Who may ride a school bus?

For Hemet Unified School District: Students in grades K—5 who live more than 2 miles from their school of attendance, and students in grades 6-12 who live more than 4.5 miles from their school of attendance.

For San Jacinto Unified School District: Students in grades K—5 who live more than 2 miles from their school of attendance, and students in grades 6-12 who live more than 5 miles from their school of attendance.

For Perris Union High School District: Students in grades 6 - 8 who live more than 3 miles from their school of attendance, and students in grades 9—12 who live more than 5 miles from their school of attendance.

For Perris Elementary School District: Students in grades K—5 who live more than 2.5 miles from their school of attendance.

Will an elementary school student be dropped off at the bus stop if no adult is there to meet them?

Only **KINDERGARTEN STUDENTS** are required to have a designated person at the bus stop to receive them. Parents of kindergarten students may sign a waiver that allows the kindergartner to walk home unattended or to be picked up by someone else. This form may be obtained from your bus driver. All students grades 1 through 12 need not have a designated person to receive them at the bus stop and will be dropped off at the bus stop without an adult there to meet them.

What happens if there is no one to receive a kindergarten student at the bus stop?

Kindergarten students will be returned to their school of attendance. It will then be the parent's responsibility to pick up the student(s) from the school site. Future transportation privileges may be suspended if a student is returned to school.

When I'm present at my child's bus stop, may I walk my child across the street without the school bus driver's assistance?

NO. California law dictates that all students in grades K through 8 **MUST** be escorted across the street by their school bus driver, even if the child's parent is present.

What type of communication does the Transportation Department have with the bus driver when they are transporting students?

All district buses are radio equipped. Radios are expressly used for the safety of students and to determine the whereabouts of a bus or student.

How are the bus routes designed?

Routes are designed for safety, efficiency and the conservation of time.

Are school buses safe?

All school buses must be certified by the Motor Carrier Division of the California Highway Patrol annually. Additionally the transportation terminal is inspected annually by the Motor Carrier Division to ensure that the buses are maintained according to state established standards and an approved, documented maintenance program is in place.

How are school bus drivers trained?

All drivers must be certified by the California Highway Patrol. Prior to certification the driver must successfully complete a medical examination, complete a minimum of twenty hours of classroom training, complete a minimum of twenty hours of behind the wheel training, and pass a fingerprint and background check. All drivers must also complete ten hours of in service training each year. Drivers must renew their school bus certificate every 5 years. Additionally, the Transportation Department receives notification from the DMV if any action is taken on the license of a school bus driver.

Transportation bus riders discipline procedures:

The student shall be warned verbally for the first infraction unless the infraction is of an unusually severe nature. Normally, bus drivers verbally warn students in regards to any misbehavior. Another tool at the bus driver's disposal is to assign seats for any misbehaving student. If a student's behavior does not improve, further steps are taken to insure compliance. These steps are:

First Offense: Student will be called into the school office and will be counseled and cautioned about his/her unsatisfactory behavior. A written bus ticket warning will be issued to the student. The warning ticket must be signed by a parent and returned to the bus driver.

Second Offense: Student will be called into the school office. Parents may be called and informed of the student's unacceptable behavior. They will further be informed that the student's bus transportation privilege may be suspended for a period of time. The student will be issued a bus ticket which must be signed by a parent and returned to the bus driver.

Third/Fourth Offense: Student will be called into the school office and informed that his/her transportation privilege has been suspended. The duration of transportation suspension will be at the discretion of the Principal, Assistant Principal, with consultation rights retained by the Transportation Department and will depend on the severity of the unacceptable behavior. A bus ticket will be issued to the student which must be signed by a parent and returned to the bus driver.

After Third/Fourth Offense: After the third/fourth offense of unsatisfactory conduct has been written on a student, and action has been taken, offense number 5, 6, etc., shall result in time off the bus. Depending on the severity of the conduct, it is possible to have transportation privileges revoked for the remainder of the school year.

If student's bus privileges are suspended on one bus, that suspension will be for all buses to and from school.

S.B. 1072
The Paul Lee School Bus Safety Law

In accordance with Education Code § 39831.3(a)(4), the Transportation Department deploys the following departmental policy to ensure students are not left unattended on a school bus:

After each run (this means at each school site in the morning and after the last stop for each school in the mid-day and the PM) all drivers will physically walk to the rear of the bus and check each row of seats to ensure that there are NO STUDENTS still on board. This bus check shall include looking under the bus seats.

Upon returning to the Transportation facility drivers will once again physically walk to the rear of the bus and check each row of seats to ensure that there are NO STUDENTS still on board. This bus check shall include looking under the bus seats. Drivers will press the Child Check deactivation button located at the rear of the bus by the back window.



Unsafe Driving Conditions

Should the Director of Transportation, or designee, feel that it would endanger the passengers, the driver, or the equipment, transportation will cease until such condition improves.

Vehicle Code 34501.6 states: The governing board of a local educational agency that provides transportation of pupils shall adopt procedures that limit the operation of school buses when atmospheric conditions reduce visibility on the roadway to 200 feet or less during regular home-to-school transportation service. Operational policies for school activity trips shall give school bus drivers discretionary authority to discontinue school bus operation if the driver determines that it is unsafe to continue operation because of reduced visibility.

The Director of Transportation, or designee, shall notify the schools by phone if the above conditions exist.

Speed: Section 22406 of the California Vehicle Code specifies a maximum speed of 55 miles per hour for any vehicle that transports school pupils. This and other regulations concerning speed restrictions must be adhered to. Maximum speed for bus drivers will be 55 miles per hour. Speed should be significantly reduced at curves, blind crossings, crests of hills, in fog, or whenever the view is otherwise obstructed so that a stop may be made within the distance of clear vision.

BUS CONDUCT / SAFETY RULES

The Transportation Department provides bus transportation for its students in accordance with the provisions on the California Education Code. In order to provide this service with maximum safety, all students must understand that the bus driver is in complete charge and control of the bus. School bus drivers have a tremendous responsibility entrusted upon them, and it is important that they have your child's cooperation as well as your cooperation in following the bus rules to ensure that their ride is a safe and enjoyable one.

California Code of Regulations, Title 5, Section 14263 governing pupil transportation states: "Pupils transported in a school bus **shall be under the authority of, and responsible directly to, the driver of the bus,** and the driver shall be held responsible for the orderly conduct of the pupils while they are on the bus or being escorted across a street, highway or road. Continued disorderly conduct or persistent refusal to submit to the authority of the driver shall be sufficient reason for a pupil to be denied transportation".

School bus rules of conduct are established first and foremost to ensure that all students have a safe ride to and from home. The school bus is an extension of the classroom, and appropriate behavior is expected at all times. For those who are unable to follow the established rules, a series of sanctions are applied that are appropriate to the offense. Remember, riding the school bus is a **PRIVILEGE—NOT A RIGHT**.

1. Please arrive at the assigned pick-up point at least five (5) minutes, but not more than ten (10) minutes, before the bus is due to arrive. When your child rushes to catch the bus, he or she may be careless when crossing the street or approaching the bus.

2. Students are required to use their assigned bus stop each day. No student is permitted to ride any other bus to a friend's house, a music lesson, a scout meeting, etc., or to a different stop .

3. Students are to respect the property at the bus stop and conduct themselves in an orderly manner while waiting for the bus. As the bus arrives, students must stand in a single file line, stand at least twelve (12) feet back from the bus door, and not move toward the bus until it has come to a complete stop and the driver has opened the bus door. Student conduct at the bus stop should be the same as required on school grounds. Actions such as littering, spitting, throwing any object, vandalism, pushing, shoving, smoking, and harassment of others will not be tolerated.

4. As required by VC 22112, when students need to cross a street or private road upon which the school bus is stopped, the driver shall activate the flashing red light system. When safe to do so, the driver of the school bus is required by law to escort students in grades K through 8 across the street using a hand-held stop sign. The driver, when ready to disembark the bus, will be the first to exit, regardless of whether a student in front of the line needs to cross. Students who need to cross the roadway will wait in front of and to the right of the bus where they can see the driver and the driver can see them. Students shall always cross the street **in front** of the bus, but **NOT** until they have been instructed, with verbal commands, to do so by the bus driver. Students will walk, not run, completely across the roadway and continue moving away from the roadway. If the student has forgotten anything on the bus or has dropped something in the roadway **THEY ARE TO TELL THE DRIVER. THEY ARE NOT TO RUN BACK INTO THE ROADWAY ONCE THEY HAVE CROSSED THE ROADWAY.** The students who do not cross the roadway will exit and move away from the bus. Failure to follow these rules, in accordance with California State law, will be issued a bus ticket.

5. Students shall fasten any passenger restraint systems and keep them fastened during the entire bus ride.

6. The bus driver will determine the order of a student's entrance and seating aboard the bus. Once aboard the bus, students are to find their seats quickly and remain seated at all times facing front while the bus is in motion. They are to stay seated until the bus comes to a **FULL AND COMPLETE STOP.** The bus driver has the right to assign seats as they determine necessary. Failure of the student to sit where assigned will result in a bus ticket.

7. Orderly behavior is required while aboard the bus. Abusive body contact (fighting, slapping, hitting, poking, shoving, etc.) is not permitted. Students are to talk quietly. Shouting, yelling, boisterous behavior, horseplay, profane language, obscene gestures, or any unnecessary noise may distract the attention of the driver and therefore is prohibited for the safety of all passengers.

8. Students are to keep all parts of their body inside the bus at all times. Littering the bus, vandalism, or throwing anything on or out of the bus will not be permitted. Parents will be charged for any damages to the bus.

9. Eating, drinking, and gum-chewing are not allowed on the bus. **NO smoking** is allowed on the bus at any time.

10. Animals (mammals, birds, reptiles, fish, insects, etc.), unprotected glass containers, skateboards, aerosol cans of any type, matches, lighters, radios, dangerous objects such as knives, scissors, guns, or alcoholic beverages and drugs may NOT be carried aboard the bus.

11. Students must never open, close, or tamper with any part of the bus or its equipment, unless specifically instructed to do so by the driver. Students are to stay out of the driver's compartment unless the driver is present or an emergency requires a student to secure the bus. Students must not block the aisle or emergency exits with their body or personal belongings.

12. Students may bring electronic devices onto the bus **ONLY** if those items are permitted at school. Students may use cellular phones or similar devices only if they do **not** disrupt the safe operation of the school bus.

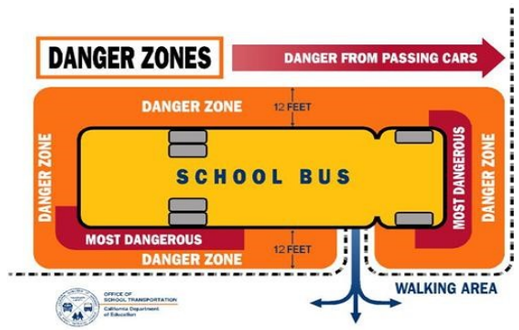
13. All students in Kindergarten and grades 1 through 12 who are transported in a school bus or school activity bus shall receive instruction in school bus emergency procedures once per school year.

14. At least once each school year, all students in Kindergarten through grade 8 inclusive who receive home to school transportation shall receive safety instruction which includes, but not limited to, proper loading and unloading procedures, escorting by the driver, proper passenger conduct, bus evacuation, location of emergency equipment, responsibilities of passengers seated next to an emergency exit, and practice the procedures to evacuate the school bus through emergency exit doors, NOT THE FRONT ENTRANCE DOOR!

.

15. Students must observe safe walking habits and be alert for traffic on their way to and from their bus stop. Whenever students cross any streets, they must remember to stop, listen, look left, right and left again before crossing the street. Students shall cross all streets by utilizing crosswalks and/or traffic signals. Students should NOT talk to strangers or accept rides from strangers. When leaving the bus, students are to stay out of the **DANGER ZONE!**

16. The "**DANGER ZONE**" is the space around the school bus. It radiates out from the school bus by 12 feet. The school bus driver cannot see students in these zones. Students are to move away from the bus door quickly and stay clear of the wheels. They ARE NOT to go after anything that rolls or falls under or in front of the bus—they are to TELL the driver about it. Never reach back into the bus through the window.



Thank you for reading and understanding the information included in this pamphlet. Please discuss this information with your student. Please understand that your student will be responsible for abiding by the bus rules.

Please be aware that your student's transportation privileges may be revoked for failure to follow the information included in this pamphlet.

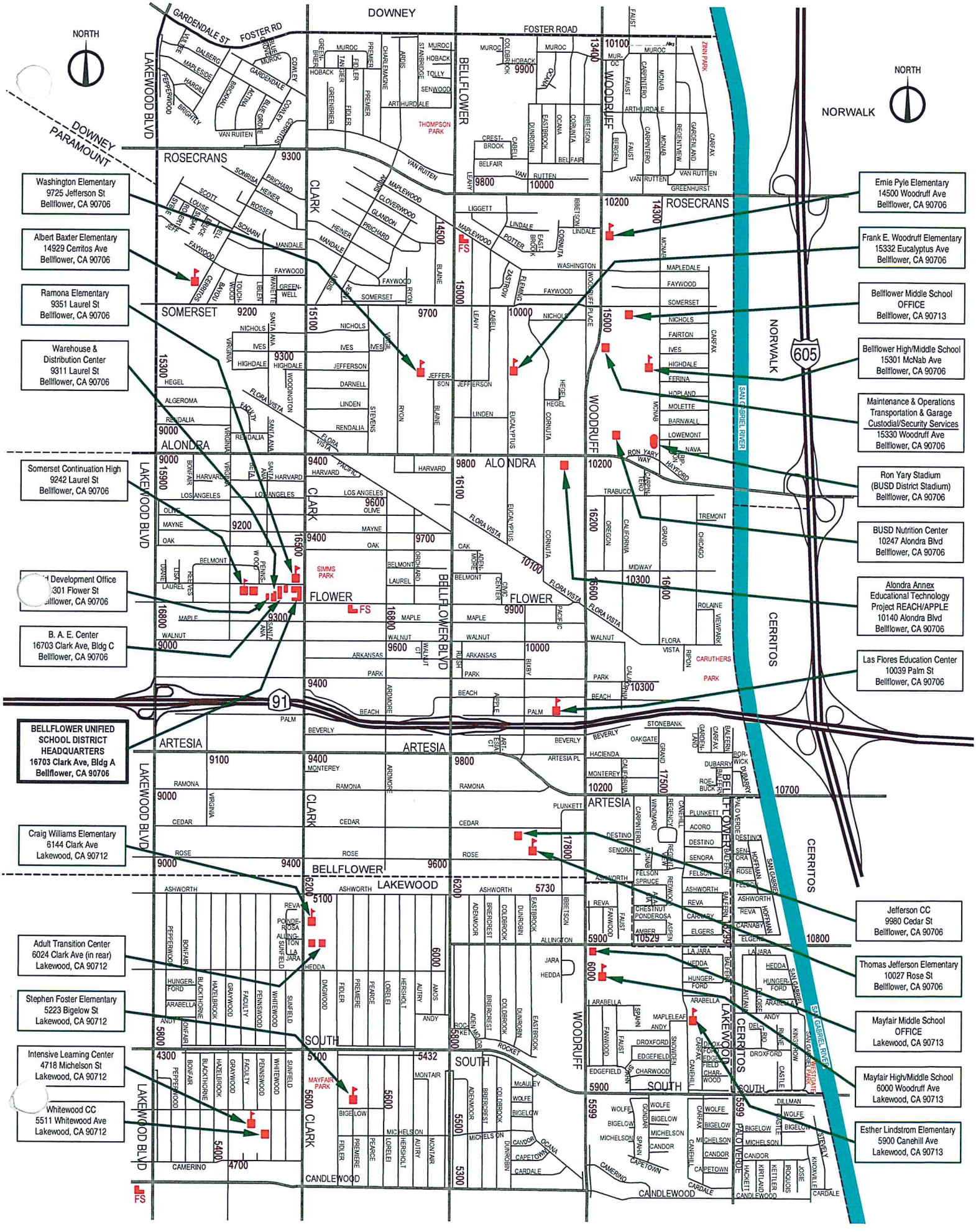
PARENTS…..

PLEASE BE AWARE BUSES

MAY BE EQUIPPED

WITH VIDEO SURVEILLANCE CAMERAS!

BELLFLOWER UNIFIED SCHOOL DISTRICT



BUSD Emergency Procedures

Emergency Situation	BUSD Emergency Response	Action to be Taken by Staff
Fire	The signal for a fire drill is the repeated short ringing of the bell.	• All personnel evacuate to the emergency evacuation area. • Take roll. • Report to EOC
Earthquake	There is no warning signal for an earthquake explosion or similar accident or calamity. "**All clear**" will be relayed over the PA system once it is safe to evacuate.	• Teacher gives the order to **DROP**, **COVER, & HOLD. Put one hand over the back of your neck and use the other to hold on to a leg of the chair or desk.** • All personnel evacuate to the emergency evacuation area. If unable to evacuate radio/text/call the Emergency Operations Center. • Take roll. • Report to EOC
Lockout A lockout involves a possible threat *outside* the school buildings. The administrator or designee will announce over the intercom "**LOCKOUT**." Perimeters are secured, doors into the school are locked (Shelter in Place)	When safe to do so the administrator or designee will announce over the PA system "**ALL CLEAR**."	• Lock the doors and do not open them. • Take roll. • Activity may continue in the classroom. • When "**ALL CLEAR**" is announced you may resume as normal.
Lockdown A lockdown involves a possible threat inside the school buildings. The administrator or designee will announce over the intercom "**LOCKDOWN**."	Perimeters are secured, doors into the school are locked. Wait for directions from administrator/designer or law enforcement. When safe to do so the administrator or designator will announce over the PA "**ALL CLEAR**."	• Lock the doors and **do not open them for anyone**. Law enforcement will have keys to open the rooms when it is safe. • Barricade doors • Turn off lights/ remain silent. • Activity may **NOT** continue in the classroom. • If needed, **RUN/HIDE/FIGHT** • When "**ALL CLEAR**" is announced follow directions from administrator/designee or law enforcement.

*****If Emergency is to occur during break/lunch report to the nearest room*****

Bellflower Unified School District
Intensive Learning Center Elementary School
Comprehensive School Safety Plan Checklist
Safety Plan Examples
2025-2026

Upload and/or update all highlighted documents, check off each item as it is completed, note the date and initial for completion. Attachments from the previous year are already uploaded.

Required Components for a Comprehensive School Safety Plan	Date Completed Initials
Education Code 32280 - 32289	
LEGAL MANDATES It is the intent of the Legislature that all California public schools, in kindergarten, and grades 1 to 12, inclusive, operated by school districts, in cooperation with local law enforcement agencies, community leaders, parents, pupils, teachers, administrators, and other persons who may be interested in the prevention of campus crime and violence, develop a comprehensive school safety plan that addresses the safety concerns identified through a systematic planning process. For the purposes of this section, law enforcement agencies include local police departments, county sheriffs' offices, school district police or security departments, probation departments, and district attorneys' offices. For purposes of this section, a "safety plan" means a plan to develop strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on the school campus. **Comprehensive School Safety Plan** The Comprehensive School Safety Plan is written and developed by a School Site Council. The School Site Council may delegate this responsibility to the School Safety Planning Committee made up of the following members: principal or principal's designee, one teacher who is a representative of the recognized certificated employee organization, one parent whose child attends the school, one classified employee who is a representative of the recognized employee organization, and other members, if desired. Before adopting the Comprehensive School Safety Plan, the School Site Council or School Safety Planning Committee shall hold a public meeting at the school site in order to allow members of the public the opportunity to express an opinion about the school safety plan.	August, 2025
TITLE PAGE ☐ School Information and Approval Dates (in DTS) ☐ Safety Committee and School Site Council Members (in DTS) ☐ Signatures of Approval	January, 2026
TABLE OF CONTENTS	
Education Code 32282	
COMPREHENSIVE SCHOOL SAFETY PLAN PURPOSE	August, 2025 and Ongoing

Identify appropriate areas of concern, strategies, action steps, expected outcomes, validation, persons responsible and timelines for the following areas: I. School's Personal Characteristics; II. School's Physical Environment; III. School's Social Environment; and IV. School's Culture. ☐ School Address (in DTS) ☐ Safety Plan Vision, BUSD Goal 1 (in DTS)	
Education Code 32281	
COMPONENTS OF THE COMPREHENSIVE SCHOOL SAFETY PLAN The School Site Council (SSC) or the School Safety Planning Committee shall consult with a representative from a law enforcement agency in the writing and development of the Comprehensive School Safety Plan. The Safety Plan shall include tactical responses to criminal incidents developed in consultation with law enforcement. ☐ Safety Committee Members ☐ Assessment of School Safety (Discipline Distribution Report) Assessing the current status of school crime committed at the school and at school-related functions. This may be accomplish by reviewing the following types of information: ☐ School Profile ☐ Discipline Data in Aeries (Discipline Distribution Report) ☐ Strategies and Programs to Provide and Maintain a High Level of Safety ☐ School Response Plan ☐ BUSD District Map ☐ School Site Diagram ☐ Google Earth Aerial Map ☐ BP 0450 & AR 0450 Comprehensive School Safety Plan ☐ AR 5142 Safety Program ☐ Location of Gates for First Responders ☐ Organizational Chart	December, 2025 and Ongoing
COMPREHENSIVE SCHOOL SAFETY PLAN TIMELINE	
COMPREHENSIVE SCHOOL SAFETY PLAN FLOW CHART	
Education Code Section 32282	
CHILD ABUSE REPORTING PROCEDURES Child abuse reporting procedures consistent with Article 2.5 (commencing with Section 11164) of Chapter 2 of Title 1 of Part 4 of the Penal Code. ☐ BP 5141.4 Child Abuse Reporting ☐ Suspected Child Abuse Report Form [SS8572] & General Instructions for each site ☐ Verification of Child Abuse Training for Staff, Beginning of the Year Meeting Agenda	August, 2025 and Ongoing

DISASTER PROCEDURES

Disaster Preparedness Plan and Emergency Procedures, including earthquake emergency procedures and procedures to allow the use of school facilities for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare and a program to ensure that pupils and both certificated and classified staff are aware of and are trained in the emergency procedure systems.

The Disaster Preparedness Plan shall address, but not be limited to the following types of emergencies and disasters and protective measures to be taken before, during and after:

I. Establishing an earthquake emergency procedure system.
II. A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of pupils and staff.
III. A drop procedure whereby each pupil and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows.

Disaster Plan

- ☐ BP 3516 Emergency Procedures
- ☐ School Safety Plan Overview, including chain of command, personnel responsibilities, and organizational plan for emergency response:
    1. A school building disaster plan, including but not limited to: fire; earthquake or other natural disasters; lockdown; bomb threat or actual detonation; environmental hazards, chemical spills and biological materials; medical emergencies; and crisis response.
    2. School sweep team, evacuation routes & student release locations.
    3. Protective measures to be taken before, during, and after an earthquake or disaster.
    4. A program to ensure that pupils and both the certificated and classified staff are aware of, and properly trained in, the earthquake and other emergency disaster procedures.
- ☐ Active Shooter How to Respond
- ☐ Site Emergency Utility Shut-Offs Map
- ☐ Emergency Supply Inventory (emergency bin & first aid kits within the bin)
- ☐ Emergency bin supplies are inventoried and expired items have been replaced.
- ☐ Tiered Release Survey (make a copy then send it out to your staff)
- ☐ Adaptations for Students with Disabilities (in DTS)
- ☐ Instructional Continuity Plan to establish communication and provide instruction when in-person instruction is disrupted due to an emergency.

Public Agency Use of School Buildings for Emergency Shelters

- ☐ BP 1330 Use of Facilities

SCHOOL SUSPENSION AND EXPULSION

Policies pursuant to subdivision (d) of Section 48915 for pupils who

August, 2025 and Ongoing

committed an act listed in subdivision (c) of Section 48915 and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations pursuant to Article 1 (commencing with Section 48900) of Chapter 6 of Part 27 of Division 4 of Title 2. ☐ BP 5144.1 Suspension and Expulsion Due Process ☐ BP 5131.7 Weapons and Dangerous Instruments ☐ Suspension and Expulsion School Data, Discipline Distribution Report in Aeries, or other data. ☐ Suspension Dashboard ☐ School Discipline Forms: ☐ Notice of Classroom Suspension ☐ Administrative Detention ☐ Community Service Agreement and Student Log (Secondary) ☐ School Based Supervision Program, Probation (Secondary) ☐ Other:	
DANGEROUS PUPILS ☐ Sample of BUSD Memo to Teachers ☐ School Site Memo to Teachers	August, 2025 and Ongoing
DISCRIMINATION AND SEXUAL HARASSMENT POLICIES A discrimination and harassment policy consistent with the prohibition against discrimination contained in Chapter 2 (commencing with Section 200) of Part I. ☐ BP 5145.3 & AR 5145.3 Nondiscrimination/Harassment (Students) ☐ BP & AR 4119.11, BP & AR 4319.11 Sexual Harassment (Personnel) ☐ BP 5145.7 & AR 5145.7 Sexual Harassment (Students)	August, 2025 and Ongoing
DRESS CODE The provisions of any school wide dress code, pursuant to Section 35183 that prohibits pupils from wearing "gang-related apparel." ☐ BP 5132 Dress and Grooming ☐ School Dress Code (Includes prohibition of gang-related apparel)	August, 2025 and Ongoing
SAFE INGRESS AND EGRESS Procedures for safe ingress and egress of pupils, parents, and school employees to and from school. ☐ BP 1250 Visitors/Outsiders ☐ BP 5131.1 Bus Driver's Authority ☐ Safe Routes to School ☐ Bicycle Test and Contract (elementary)	August, 2025 and Ongoing
Education Code Section 32281, 32282 and 32282.1	

SECURE SCHOOL ENVIRONMENT There are two components of a safe and orderly environment: *the social climate* - people and programs; and *the physical environment* - place. The two components must be updated annually and need to have at least one measurable goal for each. **SECURE SCHOOL ENVIRONMENT: SOCIAL CLIMATE** ☐ **SMART Goal: Social Climate - Update in PBIS Evidence**	August, 2025 and Ongoing
SECURE SCHOOL ENVIRONMENT: PHYSICAL ENVIRONMENT ☐ **SMART Goal: Physical Environment - Update in PBIS Evidence**	August, 2025 and Ongoing
Education Code 32282	
SCHOOL DISCIPLINE School Discipline Rules and Consequences ☐ BP 5144 Discipline ☐ BP 5145.12 Search and Seizure ☐ Site School Rules/Discipline Matrix ☐ Behavior Referrals ☐ Site PBIS Committee List & Schedule ☐ RISE Program and Agreement (Secondary) Code of Conduct Procedures ☐ BP 5131 Conduct	August, 2025 and Ongoing
HATE CRIME REPORTING PROCEDURES Requires the inclusion of hate crime reporting procedures in the comprehensive safe school plan. ☐ BP 5145.9 Hate-Motivated Behavior	August, 2025 and Ongoing
PROCEDURES FOR PREVENTING ACTS OF BULLYING AND CYBER-BULLYING Identify appropriate strategies and programs that create and maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, including strategies to prioritize mental health, and positive behavior interventions and supports. ☐ BP 5131.2 Bullying ☐ BUSD Bullying Protocols and Policies ☐ Ed Code 234 & 234.1 Safe Place to Learn Act ☐ Stop the Bullying Brochure ☐ Verification of Internet Safety Certification	August, 2025 and Ongoing
Education Code 32281	
EMERGENCY CONTACT NUMBERS	November, 2025

☐ Emergency Contacts and Phone Numbers (in DTS)	
SAFETY PLAN REVIEW The School Site Council (SSC) shall write and develop a comprehensive school safety plan relevant to the needs and resources of that particular school (EC 32281). The School Site Council may delegate this responsibility to a school safety planning committee made up of the following members: principal or principal's designee, one teacher who is a representative of the recognized certificated employee organization, one parent whose child attends the school, one classified employee who is a representative of the recognized classified employee organization, and any other interested members, if desired. ☐ Meeting, Dates and Times ☐ Invitation to Public Meeting. Invite the Mayor, Lakewood Safety Department, BTA members, CSEA members, PTA members, student body & anyone else who has expressed interest in attending. ☐ Meeting Agendas and Minutes (If public meeting is held during SSC, please document in the minutes) SSC Minutes that Include Public Meeting	December, 2025
INCIDENT COMMAND SYSTEM ☐ Incident Command System (in DTS)	November, 2025
INCIDENT COMMAND TEAM RESPONSIBILITIES ☐ Incident Command Team Responsibilities (in DTS)	November, 2025
EMERGENCY RESPONSE GUIDELINES	
EMERGENCIES ☐ BUSD Bomb Threat Call Procedures ☐ Disaster Procedures ☐ Earthquake ☐ Fire on School Grounds ☐ Pandemic ☐ Update your verbiage for lockdown drills using "lockout" for a shelter in place situation.	November, 2025
EMERGENCY EVACUATION MAP ☐ Site Evacuation Map	November, 2025
SAFETY DRILL FORMS ☐ Fire and Earthquake Drill Forms ☐ Copies of School Site and Expanded Learning Program Drills ☐ Emergency Drill Schedule ☐ Emergency Drill Schedule for Expanded Learning Programs ☐ Daily Playground Inspection Report	November, 2025 and Ongoing
COMPREHENSIVE SCHOOL SAFETY PLAN TIMELINE ☐ Timeline initialed and uploaded	December 18, 2025

BELLFLOWER UNIFIED SCHOOL DISTRICT

DRILL EVALUATION REPORT FORM

2024/2025 SCHOOL YEAR

School/Site: Intensive Learning Center Date of Drill: 8/29/2024

Drill Conducted by: E. Almada Time of Drill: 9:00am

Check the appropriate boxes below as they pertain to the type of Drill performed. **File the original report in your "*Comprehensive School Safety Plan*" binder** and send a copy to the Maintenance Department.

REQUIRED DRILLS

☑ **Fire Drill** (Ed Code 32001)

☐ **School Bus Evacuation Drill** (Ed Code 39831.5)

☐ **Drop and Evacuate** Earthquake Drill (Ed Code 35297)

☐ **Drop Only** Earthquake Drill (Ed Code 35297)

☐ **Lock Down**

OPTIONAL DRILLS

☐ *Chemical Spill/leak* ☐ *Power Failure* ☐ *Flood, Rains* ☐ *Enemy Attack*

☐ *Bomb Threat* ☐ *Fallen Aircraft* ☐ *Disorder/Disturbance*

EVALUATION SUMMARY QUESTIONS

Check "Y", "N" or "N/A" for each question below	Y	N	N/A
Did you activate the Fire Alarm System?	☑	☐	☐
Was the Custodial/Security Manager notified of this drill?	☑	☐	☐
Was the Alarm Company (Central Station) notified of this drill?	☐	☑	☐
If yes, did the Alarm Company receive the Fire Drill signal?	☐	☐	☐
Did all pupils, teachers and staff personnel exit the buildings and proceed to the assembly area?	☑	☐	☐
Did all pupils, teachers and staff personnel on playgrounds, restrooms and corridors proceed to the assembly area?	☑	☐	☐
Was roll-count taken at the assembly area?	☑	☐	☐
Was there loud or unnecessary noise or talking by students during drill?	☑	☐	☐
Was a sweep and search conducted through all rooms and buildings?	☑	☐	☐
Were the gas, water and electrical mains manned?	☐	☑	☐
Did you activate the Emergency Operations Center?	☐	☑	☐
Did you activate the Emergency Response Teams?	☐	☑	☐
Were all doors locked on campus during a lockout or lockdown drill?	☐	☐	☑
Were all students & staff accounted for during a lockout or lockdown drill?	☑	☑	☑

Overall Rating of Drill: ☑ Satisfactory ☐ Unsatisfactory Length of drill 12 (Minutes)

Comments, remarks and/or suggestions for improvements: (Use additional pages as necessary.)

3 doors left open, Alarms from State Pre School did not work again.

BELLFLOWER UNIFIED SCHOOL DISTRICT

DRILL EVALUATION REPORT FORM

2024/2025 SCHOOL YEAR

School/Site: Intensive Learning Center Date of Drill: 9/19/2024

Drill Conducted by: E. Almada Time of Drill: 9:00

Check the appropriate boxes below as they pertain to the type of Drill performed. **File the original report in your "*Comprehensive School Safety Plan*" binder** and send a copy to the Maintenance Department.

REQUIRED DRILLS

☐ **Fire Drill** (Ed Code 32001)

☐ **School Bus Evacuation Drill** (Ed Code 39831.5)

☐ **Drop and Evacuate** Earthquake Drill (Ed Code 35297)

☐ **Drop Only** Earthquake Drill (Ed Code 35297)

OPTIONAL DRILLS

☒ *Lock-down* ☐ *Chemical Spill/leak* ☐ *Power Failure* ☐ *Flood, Rains*

☐ *Bomb Threat* ☐ *Fallen Aircraft* ☐ *Enemy Attack* ☐ *Disturbance/disorders*

EVALUATION SUMMARY QUESTIONS

Check "Y", "N" or "N/A" for each question below	Y	N	N/A
Did you activate the Fire Alarm System?	☐	☐	☒
Was the Custodial/Security Manager notified of this drill?	☐	☒	☐
Was the Alarm Company (Central Station) notified of this drill?	☐	☐	☒
If yes, did the Alarm Company receive the Fire Drill signal?	☐	☐	☒
Did all pupils, teachers and staff personnel exit the buildings and proceed to the assembly area?	☐	☒	☐
Did all pupils, teachers and staff personnel on playgrounds, restrooms and corridors proceed to the assembly area?	☐	☐	☒
Was roll-count taken at the assembly area?	☐	☒	☐
Was there loud or unnecessary noise or talking by students during drill?	☐	☒	☐
Was a sweep and search conducted through all rooms and buildings?	☒	☐	☐
Were the gas, water and electrical mains manned?	☐	☐	☒
Did you activate the Emergency Operations Center?	☐	☐	☒
Did you activate the Emergency Response Teams?	☐	☒	☐

Overall Rating of Drill: ☒ Satisfactory ☐ Unsatisfactory Length of drill 15 (Minutes)

Lights on I classroom

Door unlocked: Staff Lounge, Cafeteria, room 84 & 85

3 teachers reported Student count after the "All Clear"

BELLFLOWER UNIFIED SCHOOL DISTRICT

DRILL EVALUATION REPORT FORM

2024/2025 SCHOOL YEAR

School/Site: Intensive Learning Center Date of Drill: 9/26/2024

Drill Conducted by: E. Almada Time of Drill: 9:02

Check the appropriate boxes below as they pertain to the type of Drill performed. **File the original report in your "*Comprehensive School Safety Plan*" binder** and send a copy to the Maintenance Department.

REQUIRED DRILLS

☒ **Fire Drill** (Ed Code 32001)

☐ **School Bus Evacuation Drill** (Ed Code 39831.5)

☐ **Drop and Evacuate** Earthquake Drill (Ed Code 35297)

☐ **Drop Only** Earthquake Drill (Ed Code 35297)

OPTIONAL DRILLS

☐ *Lock-down* ☐ *Chemical Spill/leak* ☐ *Power Failure* ☐ *Flood, Rains*

☐ *Bomb Threat* ☐ *Fallen Aircraft* ☐ *Enemy Attack* ☐ *Disturbance/disorders*

EVALUATION SUMMARY QUESTIONS

Check "Y", "N" or "N/A" for each question below	Y	N	N/A
Did you activate the Fire Alarm System?	☒	☐	☐
Was the Custodial/Security Manager notified of this drill?	☒	☐	☐
Was the Alarm Company (Central Station) notified of this drill?	☐	☒	☐
If yes, did the Alarm Company receive the Fire Drill signal?	☐	☐	☐
Did all pupils, teachers and staff personnel exit the buildings and proceed to the assembly area?	☒	☐	☐
Did all pupils, teachers and staff personnel on playgrounds, restrooms and corridors proceed to the assembly area?	☒	☐	☐
Was roll-count taken at the assembly area?	☒	☐	☐
Was there loud or unnecessary noise or talking by students during drill?	☒	☐	☐
Was a sweep and search conducted through all rooms and buildings?	☒	☐	☐
Were the gas, water and electrical mains manned?	☐	☒	☐
Did you activate the Emergency Operations Center?	☐	☒	☐
Did you activate the Emergency Response Teams?	☐	☒	☐

Overall Rating of Drill: ☒ Satisfactory ☐ Unsatisfactory Length of drill 12 (Minutes)

2 doors left open / Whitewood Fire Alarm Worked! / Primary students were chatty

Per Anthony: He stated that the "Fire Alarm" should ring until everyone is clear. Typically it's stopped after 1 minute of it ringing.

BELLFLOWER UNIFIED SCHOOL DISTRICT

DRILL EVALUATION REPORT FORM

2024/2025 SCHOOL YEAR

EA

School/Site: Intensive Learning Center Date of Drill: 10/17/2024

Drill Conducted by: E. Almada Time of Drill: 10:17 AM

Check the appropriate boxes below as they pertain to the type of Drill performed. **File the original report in your "*Comprehensive School Safety Plan*" binder** and send a copy to the Maintenance Department.

REQUIRED DRILLS

☐ **Fire Drill** (Ed Code 32001)

☐ **School Bus Evacuation Drill** (Ed Code 39831.5)

☒ **Drop and Evacuate** Earthquake Drill (Ed Code 35297)

☐ **Drop Only** Earthquake Drill (Ed Code 35297)

OPTIONAL DRILLS

☐ *Lock-down* ☐ *Chemical Spill/leak* ☐ *Power Failure* ☐ *Flood, Rains*

☐ *Bomb Threat* ☐ *Fallen Aircraft* ☐ *Enemy Attack* ☐ *Disturbance/disorders*

EVALUATION SUMMARY QUESTIONS

Check "Y", "N" or "N/A" for each question below	Y	N	N/A
Did you activate the Fire Alarm System?	☐	☐	☒
Was the Custodial/Security Manager notified of this drill?	☒	☐	☐
Was the Alarm Company (Central Station) notified of this drill?	☐	☐	☒
If yes, did the Alarm Company receive the Fire Drill signal?	☐	☐	☐
Did all pupils, teachers and staff personnel exit the buildings and proceed to the assembly area?	☒	☐	☐
Did all pupils, teachers and staff personnel on playgrounds, restrooms and corridors proceed to the assembly area?	☒	☐	☐
Was roll-count taken at the assembly area?	☒	☐	☐
Was there loud or unnecessary noise or talking by students during drill?	☐	☒	☐
Was a sweep and search conducted through all rooms and buildings?	☒	☐	☐
Were the gas, water and electrical mains manned?	☒	☐	☐
Did you activate the Emergency Operations Center?	☐	☐	☒
Did you activate the Emergency Response Teams?	☒	☐	☐

Overall Rating of Drill: ☒ Satisfactory ☐ Unsatisfactory Length of drill 28 (Minutes)

Side Office door was locked. 1 classroom locked door. Last team to check in was at 10:37am

BELLFLOWER UNIFIED SCHOOL DISTRICT

DRILL EVALUATION REPORT FORM

2024/2025 SCHOOL YEAR

School/Site: Intensive Learning Center Date of Drill: 10/24/2024

Drill Conducted by: E. Almada Time of Drill: 9:00 AM

Check the appropriate boxes below as they pertain to the type of Drill performed. **File the original report in your "*Comprehensive School Safety Plan*" binder** and send a copy to the Maintenance Department.

REQUIRED DRILLS

X **Fire Drill** (Ed Code 32001)

☐ **School Bus Evacuation Drill** (Ed Code 39831.5)

☐ **Drop and Evacuate** Earthquake Drill (Ed Code 35297)

☐ **Drop Only** Earthquake Drill (Ed Code 35297)

OPTIONAL DRILLS

☐ *Lock-down* ☐ *Chemical Spill/leak* ☐ *Power Failure* ☐ *Flood, Rains*

☐ *Bomb Threat* ☐ *Fallen Aircraft* ☐ *Enemy Attack* ☐ *Disturbance/disorders*

EVALUATION SUMMARY QUESTIONS

Check "Y", "N" or "N/A" for each question below	Y	N	N/A
Did you activate the Fire Alarm System?	☒	☐	☐
Was the Custodial/Security Manager notified of this drill?	☒	☐	☐
Was the Alarm Company (Central Station) notified of this drill?	☐	☒	☐
If yes, did the Alarm Company receive the Fire Drill signal?	☐	☐	☐
Did all pupils, teachers and staff personnel exit the buildings and proceed to the assembly area?	☒	☐	☐
Did all pupils, teachers and staff personnel on playgrounds, restrooms and corridors proceed to the assembly area?	☒	☐	☐
Was roll-count taken at the assembly area?	☒	☐	☐
Was there loud or unnecessary noise or talking by students during drill?	☒	☐	☐
Was a sweep and search conducted through all rooms and buildings?	☒	☐	☐
Were the gas, water and electrical mains manned?	☐	☒	☐
Did you activate the Emergency Operations Center?	☐	☒	☐
Did you activate the Emergency Response Teams?	☐	☒	☐

Overall Rating of Drill: ☒ Satisfactory ☐ Unsatisfactory Length of drill 9 (Minutes)

Improvement with students being chatty

3 classroom doors were open (1 classroom with a Sub)

BELLFLOWER UNIFIED SCHOOL DISTRICT

DRILL EVALUATION REPORT FORM

2024/2025 SCHOOL YEAR

School/Site: Intensive Learning Center Date of Drill: 11/14/2024

Drill Conducted by: E. Almada Time of Drill: 9:00 AM

Check the appropriate boxes below as they pertain to the type of Drill performed. **File the original report in your "*Comprehensive School Safety Plan*" binder** and send a copy to the Maintenance Department.

REQUIRED DRILLS

X **Fire Drill** (Ed Code 32001)

☐ **School Bus Evacuation Drill** (Ed Code 39831.5)

☐ **Drop and Evacuate** Earthquake Drill (Ed Code 35297)

☐ **Drop Only** Earthquake Drill (Ed Code 35297)

OPTIONAL DRILLS

☐ *Lock-down* ☐ *Chemical Spill/leak* ☐ *Power Failure* ☐ *Flood, Rains*

☐ *Bomb Threat* ☐ *Fallen Aircraft* ☐ *Enemy Attack* ☐ *Disturbance/disorders*

EVALUATION SUMMARY QUESTIONS

Check "Y", "N" or "N/A" for each question below	Y	N	N/A
Did you activate the Fire Alarm System?	☒	☐	☐
Was the Custodial/Security Manager notified of this drill?	☒	☐	☐
Was the Alarm Company (Central Station) notified of this drill?	☒	☐	☐
If yes, did the Alarm Company receive the Fire Drill signal?	☒	☐	☐
Did all pupils, teachers and staff personnel exit the buildings and proceed to the assembly area?	☒	☐	☐
Did all pupils, teachers and staff personnel on playgrounds, restrooms and corridors proceed to the assembly area?	☒	☐	☐
Was roll-count taken at the assembly area?	☒	☐	☐
Was there loud or unnecessary noise or talking by students during drill?	☐	☒	☐
Was a sweep and search conducted through all rooms and buildings?	☐	☒	☐
Were the gas, water and electrical mains manned?	☐	☒	☐
Did you activate the Emergency Operations Center?	☐	☐	☒
Did you activate the Emergency Response Teams?	☒	☐	☐

Overall Rating of Drill: ☒ Satisfactory ☐ Unsatisfactory Length of drill 9 (Minutes)

Comments, remarks and/or suggestions for improvements: (Use additional pages as necessary.)

1. 1 classroom door was left open 2. Students a little chatty out in the playground while waiting

BELLFLOWER UNIFIED SCHOOL DISTRICT

DRILL EVALUATION REPORT FORM

2024/2025 SCHOOL YEAR

School/Site: Intensive Learning Center Date of Drill: 12/5/2024

Drill Conducted by: E. Almada Time of Drill: 9:00 AM

Check the appropriate boxes below as they pertain to the type of Drill performed. **File the original report in your "*Comprehensive School Safety Plan*" binder** and send a copy to the Maintenance Department.

REQUIRED DRILLS

☐ **Fire Drill** (Ed Code 32001)

☐ **School Bus Evacuation Drill** (Ed Code 39831.5)

☐ **Drop and Evacuate** Earthquake Drill (Ed Code 35297)

X **Drop Only** Earthquake Drill (Ed Code 35297)

OPTIONAL DRILLS

☐ *Lock-down* ☐ *Chemical Spill/leak* ☐ *Power Failure* ☐ *Flood, Rains*

☐ *Bomb Threat* ☐ *Fallen Aircraft* ☐ *Enemy Attack* ☐ *Disturbance/disorders*

EVALUATION SUMMARY QUESTIONS

Check "Y", "N" or "N/A" for each question below	Y	N	N/A
Did you activate the Fire Alarm System?	☐	☐	X
Was the Custodial/Security Manager notified of this drill?	X	☐	☐
Was the Alarm Company (Central Station) notified of this drill?	☐	☐	X
If yes, did the Alarm Company receive the Fire Drill signal?	☐	☐	X
Did all pupils, teachers and staff personnel exit the buildings and proceed to the assembly area?	☐	X	☐
Did all pupils, teachers and staff personnel on playgrounds, restrooms and corridors proceed to the assembly area?	☐	☐	X
Was roll-count taken at the assembly area?	☐	☐	X
Was there loud or unnecessary noise or talking by students during drill?	☐	☐	X
Was a sweep and search conducted through all rooms and buildings?	☐	X	☐
Were the gas, water and electrical mains manned?	☐	X	☐
Did you activate the Emergency Operations Center?	☐	X	☐
Did you activate the Emergency Response Teams?	☐	X	☐

Overall Rating of Drill: X Satisfactory ☐ Unsatisfactory Length of drill 3 (Minutes)

Comments, remarks and/or suggestions for improvements: (Use additional pages as necessary.)

This was a Drop ONLY Drill – No Evacuation.

BELLFLOWER UNIFIED SCHOOL DISTRICT

DRILL EVALUATION REPORT FORM

2024/2025 SCHOOL YEAR

School/Site: Intensive Learning Center Date of Drill: 12/12/2024

Drill Conducted by: E. Almada Time of Drill: 9:03 AM

Check the appropriate boxes below as they pertain to the type of Drill performed. **File the original report in your "*Comprehensive School Safety Plan*" binder** and send a copy to the Maintenance Department.

REQUIRED DRILLS

X **Fire Drill** (Ed Code 32001)

☐ **School Bus Evacuation Drill** (Ed Code 39831.5)

☐ **Drop and Evacuate** Earthquake Drill (Ed Code 35297)

☐ **Drop Only** Earthquake Drill (Ed Code 35297)

OPTIONAL DRILLS

☐ *Lock-down* ☐ *Chemical Spill/leak* ☐ *Power Failure* ☐ *Flood, Rains*

☐ *Bomb Threat* ☐ *Fallen Aircraft* ☐ *Enemy Attack* ☐ *Disturbance/disorders*

EVALUATION SUMMARY QUESTIONS

Check "Y", "N" or "N/A" for each question below	Y	N	N/A
Did you activate the Fire Alarm System?	☒	☐	☐
Was the Custodial/Security Manager notified of this drill?	☒	☐	☐
Was the Alarm Company (Central Station) notified of this drill?	☒	☐	☐
If yes, did the Alarm Company receive the Fire Drill signal?	☒	☐	☐
Did all pupils, teachers and staff personnel exit the buildings and proceed to the assembly area?	☒	☐	☐
Did all pupils, teachers and staff personnel on playgrounds, restrooms and corridors proceed to the assembly area?	☒	☐	☐
Was roll-count taken at the assembly area?	☒	☐	☐
Was there loud or unnecessary noise or talking by students during drill?	☐	☒	☐
Was a sweep and search conducted through all rooms and buildings?	☐	☒	☐
Were the gas, water and electrical mains manned?	☐	☒	☐
Did you activate the Emergency Operations Center?	☐	☐	☒
Did you activate the Emergency Response Teams?	☒	☐	☐

Overall Rating of Drill: ☒ Satisfactory ☐ Unsatisfactory Length of drill 14 (Minutes)

Comments, remarks and/or suggestions for improvements: (Use additional pages as necessary.)

Check-in line took longer than usual.

Intensive Learning Center

12/16/2025

2025-2026

Discipline Distribution Report from 8/18/2025 to 12/16/2025

Code # and Name	Total	Grade	Gender			Hispanic/Latino?	Race (Not Hispanic)					
		1	F	M	OGN	Y	100	200	300	400	600	700
11 Disrespectful	2	2	-	2	0	2	-	-	-	-	-	-
Totals:	2	2	-	2	-	2	-	-	-	-	-	-

Intensive Learning Center

12/16/2025

2025-2026

Discipline Distribution Report from 8/18/2025 to 12/16/2025

Code # and Name	Total	Grade	Gender			Hispanic/Latino?	Race (Not Hispanic)					
		2	F	M	OGN	Y	100	200	300	400	600	700
11 Disrespectful	8	8	8	-	0	6	-	-	-	-	2	-
Totals:	8	8	8	-	-	6	-	-	-	-	2	-

Intensive Learning Center

12/16/2025

2025-2026

Discipline Distribution Report from 8/18/2025 to 12/16/2025

Code # and Name	Total	Grade	Gender			Hispanic/Latino?	Race (Not Hispanic)					
		3	F	M	OGN	Y	100	200	300	400	600	700
10 Defiance	1	1	-	1	0	-	-	-	-	-	1	-
11 Disrespectful	13	13	4	9	0	6	-	1	3	-	3	-
Totals:	14	14	4	10	-	6	-	1	3	-	4	-

Intensive Learning Center

12/16/2025

2025-2026

Discipline Distribution Report from 8/18/2025 to 12/16/2025

Code # and Name	Total	Grade	Gender			Hispanic/Latino?	Race (Not Hispanic)					
		4	F	M	OGN	Y	100	200	300	400	600	700
11 Disrespectful	6	6	4	2	0	3	-	1	-	-	2	-
Totals:	6	6	4	2	-	3	-	1	-	-	2	-

Intensive Learning Center

12/16/2025

2025-2026

Discipline Distribution Report from 8/18/2025 to 12/16/2025

Code # and Name	Total	Grade	Gender			Hispanic/Latino?	Race (Not Hispanic)					
		5	F	M	OGN	Y	100	200	300	400	600	700
11 Disrespectful	2	2	-	2	0	1	-	-	-	-	-	1
Totals:	2	2	-	2	-	1	-	-	-	-	-	1

Intensive Learning Center

12/16/2025

2025-2026

Discipline Distribution Report from 8/18/2025 to 12/16/2025

Code # and Name	Total	Grade	Gender			Hispanic/Latino?	Race (Not Hispanic)					
		6	F	M	OGN	Y	100	200	300	400	600	700
11 Disrespectful	5	5	1	4	0	4	-	-	-	-	1	-
Totals:	5	5	1	4	-	4	-	-	-	-	1	-

Intensive Learning Center
Earthquake or Emergency Drop & Evacuation Procedures

SIGNAL – NONE — There is no warning for an earthquake, explosion, or similar event. A verbal announcement over the PA system by the principal or designee will be given to start the drop procedures.

Procedures for Earthquake or Emergency Drop Procedure Inside Buildings

1. Teachers will give drop command at first indication of ground movement, explosion, or at the first evidence of a similar event.

2. Students are to seek protective cover under desks or near desks, tables or chairs. They are to have one hand behind the neck, eyes closed tightly, heads facing towards the center of the table, and faces pointing to the floor. The other hand should hold onto the leg of the table, desk, or chair.

3. Students remain in drop position until ground movement ends or until the procedure or emergency is over. At the completion of ground movement or emergency, the teacher ascertains injuries and determines the ability of students to evacuate the room. (If classroom drop drill – drill ends at this step & discuss remaining steps with students)

PROCEDURES FOR EARTHQUAKE EVACUATION

4. Evacuation should never be automatic. There may be more danger outside your building than inside. Before any decision is made to vacate, the teacher or staff member must find out:
    a. If the route out is safe
    b. If it is safe to assemble the students outside in the assigned area

5. Place the appropriate green "OK" or the red "HELP" tag on the door knob. Do not close or lock the room door.

6. Send student to the assembly area to report status of class attendance

7. Sweep team checks rooms and closes door if all clear

Intensive Learning Center
Earthquake or Emergency Drop Procedures

Procedure for Earthquake or Emergency Drop Procedure Outside of the Buildings

Students will take drop position under lunch tables, under benches, in doorways, or remain out in the opened areas upon first indication of ground movement, staying clear of window areas. Students should get clear of buildings, covered walkways, utility poles, and trees, remaining there for further instructions.

1. Students remain in drop position until ground movement ends or until emergency is over. Students wait for adult instructions calmly and quietly.

2. Entire student body and staff assemble in emergency evacuation area.

3. Emergency Organization Plan will immediately be implemented.

Rev. 5-2013

BELLFLOWER UNIFIED SCHOOL DISTRICT

EMERGENCY DRILL LOG

2024-2025

SITE / SCHOOL		FIRE DRILLS										EARTHQUAKE DRILLS				Lockdown	Lockdown	BUS
	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	QTR 1	QTR 2	QTR 3	QTR 4	Semester 1	Semester 2	DRILL
	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE	Drop Drill with full evacuation	Drop Drill only	Drop Drill with full evacuation	Drop Drill only			Annually
MONTHLY (At least once every calendar month)												DATE	DATE	DATE	DATE	DATE	DATE	DATE
Baxter												10/17/24						
Foster												10/17/24						
I L C	08/29/24	9/26/24	10/24/24	11/14/24	12/12/24	01/16/25	2/6/25	3/6/25	4/10/25	5/15/25		10/17/24	12/05//24	2/20/25	3/20/25	9/19/24	2/13/25	
Jefferson												10/17/24						
Las Flores												10/17/24						
Lindstrom												10/17/24						
Pyle												10/17/24						
Ramona												10/17/24						
Washington												10/17/24						
Williams												10/17/24						
Woodruff												10/17/24						
SEMI ANNUAL (Not less than twice every school year)																		
Bellflower Middle/High												10/17/24						
Mayfair Middle/High												10/17/24						
BAE/ATC												10/17/24						
Somerset												10/17/24						
ANNUAL (At least once every calendar year)																		
District Office												10/17/24						

School BUS Evacuation Drills are conducted annually (Grade 1 - 8) and are documented in the District Transportation Department

EDUCATION CODE, SECTION 32001. Every public, private, or parochial school building having an occupant capacity of 50 or more pupils or students or more than one classroom shall be provided with a dependable and operative fire alarm system. Every person and public officer managing, controlling, or in charge of any public, private, or parochial school shall cause the fire alarm signal to be sounded upon the discovery of fire, unless the school is equipped with an automatic fire detection, and alarm system, which may include, but for the purposes of this section is not required to include, a sprinkler system, as described in Section 17074.52. Every person and public officer managing, controlling, or in charge of any public, private, or parochial school, other than a two-year community college, shall cause the fire alarm signal to be sounded not less than once every calendar month and shall conduct a fire drill at **least once every calendar month at the elementary level** and **at least four times every school year at the intermediate levels**. A fire drill shall be held at the **secondary level** not less than twice every school year.

IN CASE OF

EMERGENCY

Emergencies and threats to the school may vary. Actual lockdown and evacuation procedures shall be directed by school principal or designee.

BELLFLOWER UNIFIED SCHOOL DISTRICT
BELLFLOWER CERRITOS LAKEWOOD

EARTHQUAKE

- ✓ Duck, cover and hold - place one hand over neck & hold on to desk or table leg
- ✓ Evacuate to designated areas
- ✓ Take roll
- ✓ Report to Emergency Operations Center

FIRE



- ✓ All personnel evacuate to the emergency evacuation area
- ✓ Take roll
- ✓ Report to Emergency Operations Center

LOCKOUT

- ✓ Precautionary
- ✓ Possible threat outside of the school buildings
- ✓ Activity may continue inside the classroom (Shelter in Place)

Staff Response:

- Look outside your door and tell any students or staff to come inside
- Lock the doors and do not open them
- Activity may continue inside the room
- When "**all clear**" is called you may resume normal activity

Student Response:

- Go to the nearest building and enter the closest room
- Resume normal activity inside the room until you hear "**all clear**"

LOCKDOWN

- ✓ Possible threat inside the school buildings

Staff Response:

- Look outside your door (if possible) and tell any students or staff to come inside
- Lock the doors and do not open them
- Barricade the doors & turn off lights
- Move to a hard corner or other secure spot in the room
- Remain silent
- Activity **MAY NOT** continue in the room
- If necessary, Run/Hide/Fight
- When "**all clear**" is called you may resume normal activity

Students Response:

- Go to the nearest building and enter the closest room quickly
- Remain silent
- Cell phones off

ACTIVE SHOOTER



RUN: Run to safety

HIDE: Take cover in closest room, barricade doors, turn off lights, close blinds, silence cell phones

FIGHT: If in immediate danger, attempt to incapacitate the shooter, act with as much physical aggression as possible, use anything you can as a weapon & commit to your actions

BELLFLOWER UNIFIED SCHOOL DISTRICT Emergency Supply Inventory DATE _____

Intensive Learning Center	MINIMUM REQUIRED		INVENTORIED	COMMENTS / REMARKS
"AA" CELL BATTERIES	24	ea	24	
275 GALLON WATER CONTAINER	1	ea	1	
36" CROWBAR	3	ea	3	
5 OZ. CUPS FOR DRINKING	1000	ea	1000	
AM/FM RADIO W/ "9" VOLT BATTERIES	2	ea	2	
BLEACH FOR WATER BARRELS - 1 GALL. BTL	1	btls	1	
BOLT CUTTERS	1	ea	1	
BUCKETS FOR HALING WASTE	2	ea	2	
BULLHORN	1	ea	2	
CANDLES BAG/20	1	pkg	0	
CANDLES FOR LANTERN (ROUND)	20	ea	0	
CASUALTY BAGS	2	1	2	
"D" CELL BATTERIES	24	ea	24	
DUCT TAPE - ROLLS	2	ea	2	
EMERGENCY FOOD CASE	Food items to be provided by the kitchen manager			
EMERGENCY LANTERNS - BOX OF 2	1	box	2	
EXPANDABLE WATER JUGS (EMPTY)	5	ea	6	
EXTENSION CORDS	2	ea	3	
FATALITY BAGS	4	ea	2	
FIRE PICK AXE	3	ea	3	
FIRST AID KIT CLX-100-V-DELUXE	9	ea	9	
FLASHLIGHTS "D" CELL	12	ea	12	
FLEX STRETCHER			1	
FOLDING HURRICANE LANTERN	2	ea	2	
FOLDING SHOVEL	2	ea	2	
GAS CAN - EMPTY	1	ea	0	
GAS SHUT OFF WRENCH	1	ea	1	
GENERATOR	1	ea	1	
HALOGEN LIGHT BULBS FOR PORTABLE LIGHTS	2	ea	0	
HARD HATS	8	ea	7	
LANTERN FLASHLIGHT W/ BATTERY	1	ea	1	

Intensive Learning Center	MINIMUM REQUIRED		INVENTORIED	COMMENTS / REMARKS
LATEX GLOVES BOX/100	2	box	2	
MYLAR SPACE BLANKETS	750	ea	0	
ORANGE VESTS	20	ea	20	
ORANGE WASTE BAGS	20	ea	20	
PAPER BREATHING MASK BOX/100	1	box	1	
PAPER TOWELS	1	case	5 rolls	
PENS, PAPER, ETC.	X	x	x	
PORTABLE AM/FM RADIOS			1	
PORTABLE LIGHT UNIT W/ BULBS	2	ea	2	
PORTABLE TOILET BAGS BAGS/10	10	pkg	10	
PORTABLE TOILETS	2	ea	1	
PRIVACY SHELTERS	2	ea	1	
PRO CARE HAND CLEANER	6	btls	0	
RESCUE STRETCHER	1	ea	40	
ROPE 100 FEET	1	ea	1	
SAFETY GOGGLES	12	ea	6	
SCISSORS	4	ea	4	
SEARCH & RESCIE FIRT AID KIT (field)	10	ea	1	
SIPHON HOSES FOR WATER	4	ea	0	
STORAGE CONTAINER CONDITION:			0	
TARP 16X20	4	ea	2	
TEA LIGHT CANDLES 10/PACK			0	
TOILET DEODORANT BOX / 6	5	box	0	
TOILET PAPER	1	case	1	
TRIAGE TAGS	100	ea	100	
WATER PURIFICATION TABLETS	4	btls	0	
WEATHER PROOF MATCHES	6	box	6	
WORK GLOVES W/ LEATHER PALM	40	pr	0	
WRENCH FOR WATER BARRELS	1	ea		Do not need tool for barrel
YELLOW EMERGENCY BLANKETS	8	ea	12	

Intensive Learning Center	MINIMUM REQUIRED		INVENTORIED	COMMENTS / REMARKS
MEDICAL SUPPLIES/ HO	MINIMUM REQUIRED		INVENTORIED	COMMENTS / REMARKS
ADHESIVE-WATERPROOF				
BANDAGES Sheer ¾ " strips			300	
COMPRESS & BANDAGE 18 X 22 in			8	
COTTON			2000	
ISOPROPYL RUBBING ALCOHOL			2	
MEDICAL SCISSORS			3	
MULTI TRAMA DRESSING			2	
SAFETY PINS			1 bag	
SANITARY NAPKINS			50	
SPLINTS-ARM OR LEG			6	
STERILE PADS 3 in. x 4 in. 100/bx			3	
STRETCH ROLLS w/clips			8	
STERILE ROLL 6ply 4.5m x 147in.			3	
STERILE STRETCH GAUZE 1x4.1 in.			8	
STERILE GAUZE 2 in. x 360 in.			100	
TRIANGULAR BANDAGE			3	
TWEEZERS			4	
Search and Rescue Backpacks	4	ea	4	

Updated:
11/26/24
11/26/24
11/26/24
11/26/24
11/26/24
11/26/24
11/26/24
11/26/24
11/26/24
11/26/24
11/26/24
11/26/24
11/26/24
11/26/24
11/26/24
11/26/24
11/26/24
11/26/24
11/26/24
11/26/24
11/26/24
11/26/24
11/26/24
11/26/24
11/26/24
11/26/24
11/26/24
11/26/24
11/26/24
11/26/24
11/26/24
11/26/24
11/26/24
11/26/24
11/26/24
11/26/24

Updated:
11/26/24
11/26/24
11/26/24
11/26/24
11/26/24
11/26/24
11/26/24
11/26/24
11/26/24
11/26/24
11/26/24
11/26/24
11/26/24
11/26/24
11/26/24
11/26/24
11/26/24
11/26/24
11/26/24
11/26/24
11/26/24
11/26/24
11/26/24
11/26/24
11/26/24
11/26/24
11/26/24
11/26/24
11/26/24
11/26/24
11/26/24
11/26/24
11/26/24

Updated:
11/26/24
11/26/24
11/26/24
11/26/24
11/26/24
11/26/24
11/26/24
11/26/24
11/26/24
11/26/24
11/26/24
11/26/24
11/26/24
11/26/24
11/26/24
11/26/24
11/26/24
11/26/24
11/26/24
11/26/24

FIRST AID SUPPLIES

COMP 3	QTY	DESCRIPTION	EXP DATE M / Y		
K206140	1	CLX-100-V-DELUXE, VERTICAL 3 SHELF CABINET			1
CONTAINS THE FOLLOWING ITEMS					0
R209030	1	CLX, 3 SHELF EMPTY CABINET			1
R234090	1	DOOR POUCH FOR CLX, 12 POCKETS			0
R212007	1	CERTI-LAN-CET-2/PKG			1
R210008	1	CERTI-STRIP, PLASTIC SKIN CLOSURE - 16/UNIT			1
R210009	1	CERTI-STRIP, PLASTIC X-LARGE - 6/UNIT			1
R211020	1	ABSORBENT COMPRESS, 32 SQ. IN.			1
R240037	1	ADHESIVE CERTI-TAPE - TRI-CUT			1
R221007	2	ALCOHOL WIPE-UPS - 100/BOX			2
C212006	1	AMMONIA INHALANT - EA.			1
R221031	0	ANTISEPTIC BZK SPRAY - 3 OZ.	7/26		4
C213038	1	ANTISEPTIC BZK TOWELETTES, EA.	7/26		10
C270071	2	BAG, 24" X 24" BIO-HAZARD, WHITE			2
R232131	1	CERTI-ACHE TABLETS, ANAGESIC - 50/2's/BOX			1
C233375	4	CERTI-BURN CREAM, 1GRAM - EA	7/26	1 pk-20	4
R233007	6	CERTI-BURN SPRAY, 3 OZ.	7/26		4
R231306	1	CERTI-GAUZE NON-STICK PAD 2" X 3" - 10/BOX			1
R231305	1	CERI-GAUZE NON-STICK PAD 3" X 4" - 10/BOX			1
R231209	1	CERI-GAUZE PAD 2" X 2" - 25/BOX			1
R231211	1	CERTI-GAUZE PAD 3" X 3" - 25/BOX			1
R220103	1	CERTI-STRIP, PLASTIC 1" X 3" - 100/BOX			1
R220014	1	CERTI-STRIP, PLASTIC JR. XL - 100/BOX			1
R220205	1	CERTI-STRIP, WOOVEN 1" X 3" - 100/BOX			1
R220220	1	CERTI-STRIP, WOOVEN KNUCKLE - 50/BOX			1
R220213	1	CERTI-STRIP, WOOVEN MED/LG FINGERTIP - 50/BOX			1
R216035	6	COLD PACK, CERTI-COOL JUNIOR			1
R224002	1	COTTON 1/4 OZ.			1
R224210	1	COTTON SWABS, 3" - 100/VIAL			1
R270026	1	CPRotector-2000 IN PLASTIC BAG			1
R228346	4	ELASTIC BANDAGE, COHESIVE, CERTI-RIP, TAN 2" X 5 YD			4
R229043	3	EYE WASH, CERTI-OSE, 4 OZ, W/EYE CUP	7/26		3
R235055	1	FINGER SPLINTS, WOOD - 6/PKG			1
R234010	1	FIRST AID FACTS BOOK I			1
R242014	1	FORCEPS, PLASTIC			0
R216074	3	GLOVES, LATEX, PAIR		2 boxes	2
C216025	2	HYDROCORTISONE CREAM 1-GRAM - EA	7/26		2
C213014	4	INSECT STING WIPE-UPS - EA.			0
R233096	1	PVP IODINE WIPE-UPS - 100/BOX	7/26		1
R237009	3	SCISSORS, METAL 4-1/2"			3
R231400	1	TRAUMA DRESSING, CERTI-STOPPER			1
R211037	2	TRIANGULAR BANDAGE IN PLASTIC BAG			3
R232056	1	TRI-BUFFERED ASPRIN TABLETS 50/2s/BOX	7/26		1
R233358	4	TRIPLE ANTIBIOTIC OINTMENT, CERI-SPORYN 1 GRAM 25/BO	7/26		4
R206132	1	X-R3, EYE PAD, CERTI-GAUZE ASSORTMENT			10

Intensive Learning Center
Fire Procedures

SIGNAL – REPEATED SHORT RINGS OF THE BELL

1. The principal or designee will instruct personnel to Dial 911 and notify the Fire Department.
    a. Give the address of the school and the major street intersections
    b. Give the approximate size and location on campus of the fire

2. Ring the fire alarm to evacuate the classrooms (most likely the secretary)

3. Upon hearing the signal all persons are to evacuate the building according to the pre-arranged Emergency Preparedness Plan. Every effort should be made to close all doors and windows while exiting.

4. Books, coats, lunches, and equipment are to be left in the room.

5. Children should walk quietly and in an orderly fashion.

6. Evacuate to pre-arranged area, in field unless directed otherwise.

7. Account for all students and/or co-workers. Roll should be taken as soon as the class is lined up and status of class reported to office staff on field.

8. If a fire occurs during a recess period, teachers are to go to their assigned numbers on the playground and children will line up there with the teacher and evacuate to the field together.

9. If a fire occurs while you are outdoors for a physical education class or other activity, children should line up with their teacher in the assigned location.

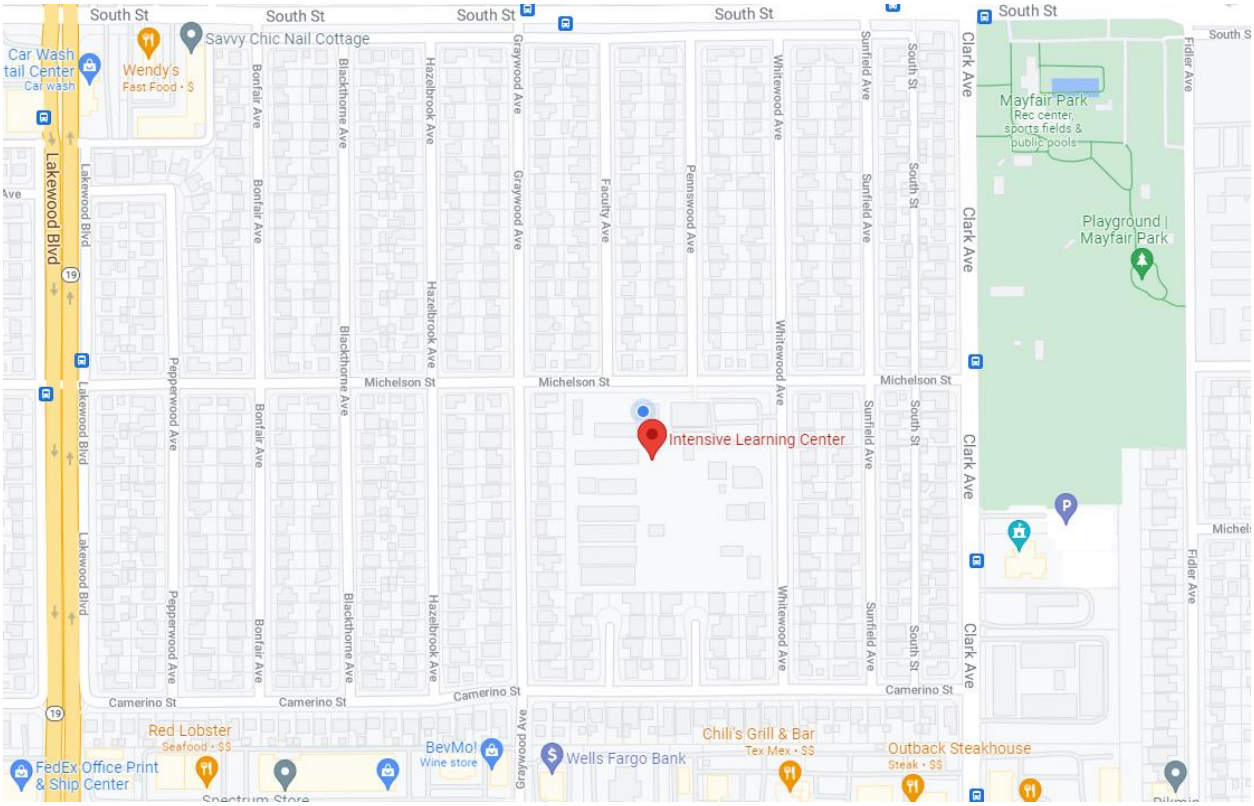
10. Classes are to remain lined up until an all-clear signal is given.

If fire is minor and appears to be controllable, before attempting to extinguish the fire, evacuate the room and call the office.

Fire drills will be held at least once each month during the school year.

EMERGENCY EXIT ROUTES SHALL BE POSTED IN YOUR CLASSROOM

Google Earth Aerial Map



Timestamp	Email Address	Please select your priority below:
9/16/2024 21:07:31	ealmada@busd.k12.ca.u	Staff who can remain as long as needed (along with administrators). Persons in charge
9/17/2024 7:48:18	talianazengler@busd.k12	Staff who can remain as long as needed (along with administrators). Persons in charge
9/17/2024 7:48:39	alexandramayorga@busd	Staff who can remain as long as needed (along with administrators). Persons in charge
9/17/2024 8:06:09	nancyrojas@busd.k12.ca	Staff who can remain as long as needed (along with administrators). Persons in charge
9/17/2024 9:27:58	patriciazaldivar@busd.k1	Staff who can remain as long as needed (along with administrators). Persons in charge
9/17/2024 10:41:38	patriciapinto@busd.k12.c	Staff who can remain as long as needed (along with administrators). Persons in charge
9/17/2024 16:43:33	mariaalvearsilva@busd.k	Staff who can remain as long as needed (along with administrators). Persons in charge
9/18/2024 8:41:23	madalynjackson@busd.k	Staff who can remain as long as needed (along with administrators). Persons in charge
9/17/2024 7:48:11	jiwonyoo@busd.k12.ca.u	Staff with critical circumstances and dependents (such as childcare, medical care, and e
9/17/2024 7:48:29	gloriafernandez@busd.k	Staff with critical circumstances and dependents (such as childcare, medical care, and e
9/17/2024 7:48:30	patriciasoto@busd.k12.c	Staff with critical circumstances and dependents (such as childcare, medical care, and e
9/17/2024 7:48:35	cdavis@busd.k12.ca.us	Staff with critical circumstances and dependents (such as childcare, medical care, and e
9/17/2024 7:48:38	irmamedina@busd.k12.c	Staff with critical circumstances and dependents (such as childcare, medical care, and e
9/17/2024 7:48:57	desireeruvalcaba@busd.	Staff with critical circumstances and dependents (such as childcare, medical care, and e
9/17/2024 7:49:04	nancyalcocer@busd.k12	Staff with critical circumstances and dependents (such as childcare, medical care, and e
9/17/2024 7:49:05	jpardon@busd.k12.ca.us	Staff with critical circumstances and dependents (such as childcare, medical care, and e
9/17/2024 7:49:08	deisyespinoza@busd.k12	Staff with critical circumstances and dependents (such as childcare, medical care, and e
9/17/2024 7:49:09	jtorres@busd.k12.ca.us	Staff with critical circumstances and dependents (such as childcare, medical care, and e
9/17/2024 7:49:12	jluya@busd.k12.ca.us	Staff with critical circumstances and dependents (such as childcare, medical care, and e

Timestamp	Email Address	Please select your priority below:
9/17/2024 7:49:14	claudioribas@busd.k12.c	Staff with critical circumstances and dependents (such as childcare, medical care, and e
9/17/2024 7:53:49	marisasantana@busd.k1	Staff with critical circumstances and dependents (such as childcare, medical care, and e
9/17/2024 9:27:43	mayrajimenez@busd.k12	Staff with critical circumstances and dependents (such as childcare, medical care, and e
9/17/2024 9:55:53	enegrete@s.busd.k12.ca	Staff with critical circumstances and dependents (such as childcare, medical care, and e
9/17/2024 18:00:47	lauraestrada@busd.k12.c	Staff with critical circumstances and dependents (such as childcare, medical care, and e
9/18/2024 8:03:38	zaidalucero@busd.k12.c	Staff with critical circumstances and dependents (such as childcare, medical care, and e
9/18/2024 8:07:10	amandacgomez@busd.k	Staff with critical circumstances and dependents (such as childcare, medical care, and e
9/18/2024 8:08:16	rosaurquiaga@busd.k12.	Staff with critical circumstances and dependents (such as childcare, medical care, and e
9/18/2024 8:11:14	blancaperez@busd.k12.c	Staff with critical circumstances and dependents (such as childcare, medical care, and e
9/18/2024 8:27:49	stalamantes@busd.k12.c	Staff with critical circumstances and dependents (such as childcare, medical care, and e
9/18/2024 11:23:01	silkygarcia@busd.k12.ca	Staff with critical circumstances and dependents (such as childcare, medical care, and e
9/17/2024 7:48:16	jkimmell@busd.k12.ca.u	Staff with no special circumstances who can remain as needed.
9/17/2024 7:48:20	kristiannagastelum@bus	Staff with no special circumstances who can remain as needed.
9/17/2024 7:48:32	deniseherrera@busd.k12	Staff with no special circumstances who can remain as needed.
9/17/2024 7:48:33	suzannemakisi@busd.k1	Staff with no special circumstances who can remain as needed.
9/17/2024 7:49:34	wzurita@busd.k12.ca.us	Staff with no special circumstances who can remain as needed.
9/17/2024 7:49:54	klisenby@busd.k12.ca.us	Staff with no special circumstances who can remain as needed.
9/17/2024 7:55:36	erikareveles@busd.k12.c	Staff with no special circumstances who can remain as needed.
9/17/2024 9:25:28	mrivera@busd.k12.ca.us	Staff with no special circumstances who can remain as needed.

Timestamp	Email Address	Please select your priority below:
9/17/2024 10:18:30	memendez@busd.k12.ca	Staff with no special circumstances who can remain as needed.
9/18/2024 9:02:22	jrivera@busd.k12.ca.us	Staff with no special circumstances who can remain as needed.
9/19/2024 15:43:38	wzurita@busd.k12.ca.us	Staff with no special circumstances who can remain as needed.

ILC Organizational Plan for Emergency Response
Safety Plan Staff Assignment

The primary role of all staff members is evacuation and supervision unless specifically noted below.

TEAM	PERSONNEL	RESPONSIBILITIES
Command Post **Tetherball** **Court #1**	Principal Instructional Sp/RSP Teacher Attendance Clerk Secretary	Account for all students and staff and communicate with district.
Support Team **Tetherball Court #1**	Library Assistant School Guidance Tech Speech teacher	Assist principal at command post and other areas as needed.
First aid Team **Next to emergency bin**	Health Assistant Case Manager Intervention Teacher School Psychologists	Report to the Emergency bin. Take out needed supplies and assist injured students from that location.
Security Team	Custodians	Shut off gas, water and power: Support search and rescue teams and parent reunion gate.
Parent Reunion Gate Team **Staff gate to parking lot**	Counselor Attendance Clerk Secretary Instructional Assistant Custodians 4 students from each 5th/6th grade class	Report to the release gate. Direct parents to sign out students and coordinate with Fifth/Sixth Grade Runners for retrieval.
Sweep Team	Team 1: Scamman Alcocer Team 2: *M. Rivera* *Makisi* Team 3: Ribas *Espinoza*	Team 1:Wings 30,40,50,60 and 70 Team 2:Wings 10, 20, bathrooms, office, cafeteria, kitchen Team 3: 2-story building, Whitewood site and State Pre-School

Rev 10/15/23

Each sweep team member should have a hard hat, vest and radio (available in the office) and should check in with the Command Center to give a status update once his or her area has been checked

Bellflower Unified School District

Learning Continuity Plan (2025–26)

General Information

This Learning Continuity Plan has been created to ensure that in times of emergency,our students will continue to receive instruction as seamlessly as possible. Some aspects of the plan stem from our experience during the COVID-19 pandemic and from the lessons learned during that time, new strategies and communication methods have been established. Our overall goal is to ensure our students continue to receive a quality education even during disruptions

Using a combination of guidance from State, local authorities, and stakeholder feedback, BUSD will work to ensure basic needs are met to support student learning. We have developed this plan to streamline tasks that the State mandates to minimize impact to the teaching staff so that energy and effort are able to be directed to instructional planning, the classroom, and student engagement during an emergency situation.

BUSD's plan is focused primarily on addressing the following components:

- Providing meals to students
- Providing childcare and instructional support to identified students
- Instructional Programs, especially for distance learning models and access and equity to meet needs of all students
- Mental health supports
- Meeting the needs of the most at promise students

Timeline and Instructional Plans

- Step One (within the first five days)
    - Establish two-way communication with pupils and their families using Parent Square.
    - Identify and provide support for pupils' social -emotional, mental health, and academic needs.
- Step Two (no later than 10 instructional days following emergency)
    - Provide access to in-person instruction or remote instruction via independent study

Depending on the emergency, there are several options that the district would utilize.

1. **Online instruction-Synchronous and Asynchronous**
    a. Teachers will communicate with students in TK-2nd via the SeeSaw platform. Teachers will post assignments and can interact with students via this platform currently in place at BUSD.
    b. Teachers will communicate with students in 3rd-12th via Google Classroom. Assignments will be posted and interaction between students and teachers is also provided by Google Classroom.
    c. Students in TK-6th will continue with the online ST Math program.
    d. Students in 7th-12th will continue to work on the online IXL math program if applicable.
    e. Students in TK-7th grade that require Reading Intervention will continue to use Fast ForWord and Clear Fluency.
    f. Teachers will provide links to Google Meets in the Google classroom to meet with students synchronously and provide instruction in ELA and math.
    g. The meets will be recorded and posted in Google Classroom so that students have access to the instruction asynchronously.
    h. Teachers may also use ScreenCastify to record and send out lessons to students.
    i. Resources are available on the C and I site with ideas for building relationships with students from a distance, building a classroom community, establishing norms for online learning, and social emotional learning activities for all grades.
    j. Essential and critical skills for every grade level are provided for teachers on the C and I site.

2. **In the event that the Internet is not available by the 10th day of instruction after the emergency, the following strategies will be employed as they do not require Internet access.**
    a. TK/K
        i. Read aloud every day with an adult. Draw a picture about what you read. (20 minutes)
        ii. Practice numbers and math facts with an adult. (20 minutes)
        iii. Practice writing upper and lower case letters and their first and last name (20 Minutes)
        iv. Engage in imaginative play (30 minutes)

b. 1st/2nd Grade
    i. Read aloud every day with an adult or independently. Draw a picture about what you read or use a Thinking Map (20 minutes)
    ii. Practice numbers and math facts with an adult. (30 minutes)
    iii. Keep a daily journal. Draw a picture or use a Thinking Map that describes your day. (30 Minutes)

c. 3rd/4th Grade
    i. Read aloud for every day with an adult or independently. (45 minutes)
    ii. Practice numbers and math facts and make up word problems for your family to solve. (45 minutes)
    iii. Keep a daily journal about your day, use a Thinking Map to organize your thoughts. (60 minutes)

d. 5th/6th Grade
    i. Read daily and use a Thinking Map to summarize what you read. (60 minutes)
    ii. Practice math facts and make up word problems for your family to solve (60 minutes)
    iii. Writing-Keep a daily journal about your day, use a Thinking Map to organize your thoughts.(60 minutes)

e. If the Internet is not up and running, but it is possible for families to get to the school. Paper packets and textbooks will be provided as they were during COVID-19.

3. On-Campus Learning

a. Upon return to on-campus learning, counselors will be available to assist students in both virtual and in person sessions. Case managers and outside support agencies will continue to support students to address basic needs and the social emotional well being of students. When health and safety allow for the return to in-person instruction, the following plans and protocols will be enacted to ensure safety of students and staff consistent with public health guidance.

b. We will continue with high quality, standards-based synchronous and asynchronous instruction utilizing the same materials and platforms utilized in distance learning. This will ensure continuity of instruction and that transition is smooth for teachers, students, and parents. Teachers will continue to utilize the Professional Learning Communities (PLC) process which allows for teachers to collaboratively analyze data and plan instruction based on what students' need to know and to develop plans for intervention or acceleration as appropriate.

c. Data from NWEA assessments and classroom observation and assessment will be used to determine necessary interventions. Intervention will be provided at a variety of times, during and outside of the school day.Interventions will be designed to address all student needs, including those of unduplicated students and the language proficiency of Dual Immersion students. Intervention will be provided to those who were in need prior to school closures and newly identified students.

d. Teachers will continue to provide instruction in all content required under California law, including science, arts, social-emotional learning, and comprehensive sexual health education at least once in middle school and once in high school. Currently adopted curricula and bridge materials for the four core subjects have online components that teachers

can access for instruction so that students have access to a full curriculum of substantially similar quality regardless of the method of delivery. Utilizing core programs during distance learning will ensure that there will be continuity of instruction when a return to in-person learning is allowed. To meet the expected needs of students experiencing math learning loss due to school closure, digital supplemental math programs such as ST Math and iXL are already available, to support their learning.

4. **Independent Study**
    a. To meet the needs of students participating in the independent study distance learning model, BUSD uses Accelerate Education (K- 5th). This is already available and used by our Home Education Independent Study Academy students.

Student Devices

b. All students have been provided with a Chromebook to use at home, this will allow them to continue with their work seamlessly.

c. If students have connectivity issues, a Hotspot may be picked up from the school, free of charge.

d. Additional Chromebooks are available at the sites and district office, if needed.

Distance Learning Professional Development

Each school will continue to provide whole group, small group, and individual staff interaction in the virtual environment. Sites continue to meet in PLCs to help guide instruction and determine the needs of students and staff in supporting students. The use of the PLC model combined with the essential skills identified in ELA and math, assist teachers in being able to compact curriculum and accelerate learning for students. The use of the PLC structure is embedded into the work at school sites and will continue regardless of the instructional delivery model.

Mental Health and Social and Emotional Well-Being

Social and emotional support will be provided first and foremost by the classroom teacher, with teachers being provided social-emotional learning (SEL) practices during distance learning. Classroom teachers already use the Second Step curriculum which has social-emotional learning lessons to facilitate synchronous instruction. Lessons include topics on the importance of sharing and discussing feelings, managing problem solving skills, identifying emotions, strategies to use when feeling unwell, relationships and friends, learning decision making skills, and how to focus on things we can control. Teachers can utilize these lessons, restorative circles or other mindfulness techniques to start the day or week.

Teachers, administrators, and counselors monitor the mental health and social and emotional well-being of students and staff through daily synchronous contacts and wellness surveys administered to students.

Additionally, administrators, teachers, and support staff will continue to receive professional learning to increase knowledge in trauma informed practices which involves understanding, recognizing, and responding to the effects of all types of trauma. The District will utilize local agencies to refer students and families having significant mental health impact. There are several pathways for accessing mental health and social and emotional support to address the trauma and other impacts of the emergency on the school community. Coordinated services are provided by school counselors, counseling interns, and school psychologists.

School Nutrition

During COVID-19, the Nutrition Center developed a distribution plan which can be used again, in case of an emergency. To help families with planning, meals are pre-packaged as a five-day supply of heat and serve food. These meals include breakfast and lunch if the school normally serves both meals. In order to maintain consistency for families, meals will be delivered on the same day of the week for the duration of distance learning. Meals can be picked up during the day at BUSD's Nutrition Center for families who prefer to pick up meals or work after hours, and working families may pick up food after hours (4 – 7 pm) on Monday, Wednesday and Friday. The plan worked well and will be implemented again, should an emergency arise.

Timestamp	Email Address	First Name	Last Name	School Site	Grade Level	Middle/High School ONLY - Class Period(s)	By selecting the box below, you are digitally signi	Date
9/3/2025 9:10:35	claudioribas@busd.k12.	Claudio	Ribas	ILC	Sixth		I have delivered instruction on Digital Safety to my	9/3/2025
9/4/2025 14:20:26	desireeruvalcaba@busd	Desiree	Ruvalcaba	ILC	Third		I have delivered instruction on Digital Safety to my	9/4/2025
9/5/2025 13:42:22	stalamantes@busd.k12.	Sylvia	Talamantes	ILC	TK		I have delivered instruction on Digital Safety to my	9/5/2025
9/8/2025 14:49:19	marisasantana@busd.k	Marisa	Santana	ILC	First		I have delivered instruction on Digital Safety to my	9/8/2025
9/9/2025 7:45:13	patriciazaldivar@busd.k	Patricia	Zaldivar	ILC	First		I have delivered instruction on Digital Safety to my	9/8/2025
9/11/2025 13:31:28	jluya@busd.k12.ca.us	Janet	Luya	ILC	First		I have delivered instruction on Digital Safety to my	9/11/2025
9/11/2025 14:02:35	lauraestrada@busd.k12.	Laura	Estrada	ILC	Kindergarten		I have delivered instruction on Digital Safety to my	9/11/2025
9/15/2025 14:49:49	sandramartinez01@bus	sandra	martinez	ILC	Kindergarten		I have delivered instruction on Digital Safety to my	9/15/2025
9/16/2025 9:41:58	deisyespinoza@busd.k1	Deisy	Espinoza	ILC	Third		I have delivered instruction on Digital Safety to my	9/15/2025
9/16/2025 9:47:36	jkimmell@busd.k12.ca.u	jackie	Kimmell	ILC	Third		I have delivered instruction on Digital Safety to my	9/16/2025
9/19/2025 13:07:37	jiwonyoo@busd.k12.ca.u	Jiwon	Yoo	ILC	Fourth		I have delivered instruction on Digital Safety to my	9/19/2025
9/24/2025 8:19:17	memendez@busd.k12.c	Miriam	Mendez	ILC	Third		I have delivered instruction on Digital Safety to my	9/24/2025
9/25/2025 9:47:28	patriciasoto@busd.k12.(	Patricia	Soto	ILC	TK		I have delivered instruction on Digital Safety to my	9/4/2025
9/29/2025 15:58:43	kristiannagastelum@bu	Kristianna	Gastelum	ILC	Fourth		I have delivered instruction on Digital Safety to my	9/22/2025
9/30/2025 15:53:02	mayrajimenez@busd.k1	Mayra	Jimenez	ILC	First		I have delivered instruction on Digital Safety to my	9/30/2025
10/5/2025 12:58:20	valerierodriguez@busd.k	Valerie	Rodriguez	ILC	Second		I have delivered instruction on Digital Safety to my	10/5/2025
10/6/2025 7:17:27	jrivera@busd.k12.ca.us	Julie	Rivera	ILC	Sixth		I have delivered instruction on Digital Safety to my	9/5/2025
10/6/2025 7:22:50	cdavis@busd.k12.ca.us	Colin	Davis	ILC	Sixth		I have delivered instruction on Digital Safety to my	10/6/2025
10/6/2025 13:18:49	erikareveles@busd.k12.(	Erika	Reveles	ILC	Fifth		I have delivered instruction on Digital Safety to my	10/6/2025
10/6/2025 16:01:05	mariaalvearsilva@busd.	Maria	Alvear Silva	ILC	Kindergarten		I have delivered instruction on Digital Safety to my	10/6/2025
10/6/2025 19:52:41	irmamedina@busd.k12.(	Irma	Medina	ILC	TK		I have delivered instruction on Digital Safety to my	10/6/2025
10/8/2025 12:35:25	gloriafernandez@busd.k	Gloria	Fernandez	ILC	Kindergarten		I have delivered instruction on Digital Safety to my	10/8/2025
10/10/2025 9:24:11	talianazengler@busd.k1	Taliana	Zengler	ILC	Fifth		I have delivered instruction on Digital Safety to my	10/10/2025
10/10/2025 11:36:29	nancyalcocer@busd.k12	Nancy	Alcocer	ILC	Fifth		I have delivered instruction on Digital Safety to my	10/10/2025
12/8/2025 9:22:50	davidzavala@busd.k12.(	David	Zavala	ILC	Fourth		I have delivered instruction on Digital Safety to my	12/8/2025
12/8/2025 10:10:59	alexandramayorga@bus	Alexandra	Mayorga	ILC	Second		I have delivered instruction on Digital Safety to my	11/19/2025
12/8/2025 10:29:31	enegrete@busd.k12.ca.(	Edaena	Negrete	ILC	Kindergarten		I have delivered instruction on Digital Safety to my	12/8/2025
12/8/2025 11:28:23	mrivera@busd.k12.ca.us	Maria	Rivera	ILC	Second		I have delivered instruction on Digital Safety to my	11/13/2025
12/9/2025 9:57:23	patriciapinto@busd.k12.	Patricia	Pinto	ILC	Second		I have delivered instruction on Digital Safety to my	12/9/2025

BELLFLOWER UNIFIED SCHOOL DISTRICT

Intensive Learning Center
4718 Michelson St, Lakewood, CA 90712
562) 804-6513

December 12, 2025

Dear Mr. John Young – Bellflower Teachers Association President,

You are invited to a public meeting for review of our Comprehensive School Safety Plan at the Intensive Learning Center in the Bellflower Unified School District on Wednesday, December 17, 2025, at 1:30 p.m., in the ILC library.

As per Education Code 32288 (a): "Each school shall forward its comprehensive school safety plan to the school district or county office of education for approval. Before adopting its comprehensive school safety plan, the School Site Council or School Safety Committee shall hold a public meeting at the school site in order to allow members of the public the opportunity to express an opinion about the school safety plan."

Our school updates and revises the Comprehensive School Safety Plan annually through a systematic planning protocol. A few of the key elements in our plan include the following:

- Goals to assure each student a safe physical environment, provide each student with resiliency skills, and assure each student a safe, respectful, accepting, and emotionally nurturing environment.
- School Procedures Relating to School Safety
- Emergency Response Plan

We are seeking your input and hope that you can attend. If you have any questions regarding this public meeting or public display of the plan, please do not hesitate to contact me at (562) 804-6513.

Sincerely,

Sam Platis
Principal

BELLFLOWER UNIFIED SCHOOL DISTRICT

Intensive Learning Center
4718 Michelson St, Lakewood, CA 90712
562) 804-6513

December 12, 2025

Dear Maestra Ruvalcaba,

You are invited to a public meeting for review of our Comprehensive School Safety Plan at the Intensive Learning Center in the Bellflower Unified School District on Wednesday, December 17, 2025, at 1:30 p.m., in the ILC library.

As per Education Code 32288 (a): "Each school shall forward its comprehensive school safety plan to the school district or county office of education for approval. Before adopting its comprehensive school safety plan, the School Site Council or School Safety Committee shall hold a public meeting at the school site in order to allow members of the public the opportunity to express an opinion about the school safety plan."

Our school updates and revises the Comprehensive School Safety Plan annually through a systematic planning protocol. A few of the key elements in our plan include the following:

- Goals to assure each student a safe physical environment, provide each student with resiliency skills, and assure each student a safe, respectful, accepting, and emotionally nurturing environment.
- School Procedures Relating to School Safety
- Emergency Response Plan

We are seeking your input and hope that you can attend. If you have any questions regarding this public meeting or public display of the plan, please do not hesitate to contact me at (562) 804-6513.

Sincerely,

Sam Platis
Principal

BELLFLOWER UNIFIED SCHOOL DISTRICT

Intensive Learning Center
4718 Michelson St, Lakewood, CA 90712
562) 804-6513

December 12, 2025

Dear Maestra Alviar,

You are invited to a public meeting for review of our Comprehensive School Safety Plan at the Intensive Learning Center in the Bellflower Unified School District on Wednesday, December 17, 2025, at 1:30 p.m., in the ILC library.

As per Education Code 32288 (a): "Each school shall forward its comprehensive school safety plan to the school district or county office of education for approval. Before adopting its comprehensive school safety plan, the School Site Council or School Safety Committee shall hold a public meeting at the school site in order to allow members of the public the opportunity to express an opinion about the school safety plan."

Our school updates and revises the Comprehensive School Safety Plan annually through a systematic planning protocol. A few of the key elements in our plan include the following:

- Goals to assure each student a safe physical environment, provide each student with resiliency skills, and assure each student a safe, respectful, accepting, and emotionally nurturing environment.
- School Procedures Relating to School Safety
- Emergency Response Plan

We are seeking your input and hope that you can attend. If you have any questions regarding this public meeting or public display of the plan, please do not hesitate to contact me at (562) 804-6513.

Sincerely,

Sam Platis
Principal

BELLFLOWER UNIFIED SCHOOL DISTRICT

Intensive Learning Center
4718 Michelson St, Lakewood, CA 90712
562) 804-6513

December 12, 2025

Dear Mr. Sonny R. Santa Ines – Mayor, City of Bellflower,

You are invited to a public meeting for review of our Comprehensive School Safety Plan at the Intensive Learning Center in the Bellflower Unified School District on Wednesday, December 17, 2025, at 1:30 p.m., in the ILC library.

As per Education Code 32288 (a): "Each school shall forward its comprehensive school safety plan to the school district or county office of education for approval. Before adopting its comprehensive school safety plan, the School Site Council or School Safety Committee shall hold a public meeting at the school site in order to allow members of the public the opportunity to express an opinion about the school safety plan."

Our school updates and revises the Comprehensive School Safety Plan annually through a systematic planning protocol. A few of the key elements in our plan include the following:

- Goals to assure each student a safe physical environment, provide each student with resiliency skills, and assure each student a safe, respectful, accepting, and emotionally nurturing environment.
- School Procedures Relating to School Safety
- Emergency Response Plan

We are seeking your input and hope that you can attend. If you have any questions regarding this public meeting or public display of the plan, please do not hesitate to contact me at (562) 804-6513.

Sincerely,

Sam Platis
Principal

BELLFLOWER UNIFIED SCHOOL DISTRICT

Intensive Learning Center
4718 Michelson St, Lakewood, CA 90712
562) 804-6513

December 12, 2025

Dear Ms. Cassandra Chase – Mayor, City of Lakewood,

You are invited to a public meeting for review of our Comprehensive School Safety Plan at the Intensive Learning Center in the Bellflower Unified School District on Wednesday, December 17, 2025, at 1:30 p.m., in the ILC library.

As per Education Code 32288 (a): "Each school shall forward its comprehensive school safety plan to the school district or county office of education for approval. Before adopting its comprehensive school safety plan, the School Site Council or School Safety Committee shall hold a public meeting at the school site in order to allow members of the public the opportunity to express an opinion about the school safety plan."

Our school updates and revises the Comprehensive School Safety Plan annually through a systematic planning protocol. A few of the key elements in our plan include the following:

- Goals to assure each student a safe physical environment, provide each student with resiliency skills, and assure each student a safe, respectful, accepting, and emotionally nurturing environment.
- School Procedures Relating to School Safety
- Emergency Response Plan

We are seeking your input and hope that you can attend. If you have any questions regarding this public meeting or public display of the plan, please do not hesitate to contact me at (562) 804-6513.

Sincerely,

Sam Platis
Principal

BELLFLOWER UNIFIED SCHOOL DISTRICT

Intensive Learning Center
4718 Michelson St, Lakewood, CA 90712
562) 804-6513

December 12, 2025

Dear Ms. Michelle Cuellar – President, BUSD CSEA,

You are invited to a public meeting for review of our Comprehensive School Safety Plan at the Intensive Learning Center in the Bellflower Unified School District on Wednesday, December 17, 2025, at 1:30 p.m., in the ILC library.

As per Education Code 32288 (a): "Each school shall forward its comprehensive school safety plan to the school district or county office of education for approval. Before adopting its comprehensive school safety plan, the School Site Council or School Safety Committee shall hold a public meeting at the school site in order to allow members of the public the opportunity to express an opinion about the school safety plan."

Our school updates and revises the Comprehensive School Safety Plan annually through a systematic planning protocol. A few of the key elements in our plan include the following:

- Goals to assure each student a safe physical environment, provide each student with resiliency skills, and assure each student a safe, respectful, accepting, and emotionally nurturing environment.
- School Procedures Relating to School Safety
- Emergency Response Plan

We are seeking your input and hope that you can attend. If you have any questions regarding this public meeting or public display of the plan, please do not hesitate to contact me at (562) 804-6513.

Sincerely,

Sam Platis
Principal

BELLFLOWER UNIFIED SCHOOL DISTRICT

Intensive Learning Center
4718 Michelson St, Lakewood, CA 90712
562) 804-6513

December 12, 2025

Dear Ama Holmes-PTA President,

You are invited to a public meeting for review of our Comprehensive School Safety Plan at the Intensive Learning Center in the Bellflower Unified School District on Wednesday, December 17, 2025, at 1:30 p.m., in the ILC library.

As per Education Code 32288 (a): "Each school shall forward its comprehensive school safety plan to the school district or county office of education for approval. Before adopting its comprehensive school safety plan, the School Site Council or School Safety Committee shall hold a public meeting at the school site in order to allow members of the public the opportunity to express an opinion about the school safety plan."

Our school updates and revises the Comprehensive School Safety Plan annually through a systematic planning protocol. A few of the key elements in our plan include the following:

- Goals to assure each student a safe physical environment, provide each student with resiliency skills, and assure each student a safe, respectful, accepting, and emotionally nurturing environment.
- School Procedures Relating to School Safety
- Emergency Response Plan

We are seeking your input and hope that you can attend. If you have any questions regarding this public meeting or public display of the plan, please do not hesitate to contact me at (562) 804-6513.

Sincerely,

Sam Platis
Principal

Intensive Learning Center
EMERGENCY LOCK DOWN PLAN

LOCK DOWN DESCRIPTOR
An identified emergency situation in which the safety and/or welfare of students, staff, and other
persons on campus may potentially be in jeopardy.

SCHOOL LOCK-DOWN PROCEDURES

- In the event that a lock down is needed, the office staff member receiving the lockdown call from the sheriff's department needs to note the sheriff's deputy name. (Note: the Sheriff's Department will be notified if not already involved.)
- The principal/designee must be notified immediately of the need to lock-down.
- The principal or designee will do an all call stating " *We are on a Lock-Down.*" Lock down includes all persons on campus.
- The principal will first make a call to the lead custodian who will then notify the other custodians on duty. They will immediately lock all campus gates.
- The principal/designee will call the Superintendent or his designee by telephone or portable radio and inform him of lock-down.
- The custodian and principal will conduct a sweep of the campus and clear the restrooms and lock them.
- After the custodians and principal complete the initial sweep, they will report to the office command center for further instructions.
- Notification of district (for specific programs on campus) and transportation of the situation and take action as necessary.
- The command center waits for the Sheriff's Department authorization to terminate lock-down. Upon conferring with the Sheriff's Department, the principal/designee will terminate the lock-down status.
- A second call to the superintendent is made when everything is "all clear."

Classroom Lock Down Procedures

- Lock all doors, close windows, close blinds, and turn off lights.
- Students should sit quietly at their desk until further notice.

- If students are in an area other than the classroom (library, office, speech, intervention programs, Computer Lab, etc.) they will be required to remain there until it is deemed safe by the principal/designee to return to their classroom.
- If students are in the cafeteria during a lock down, noon duty aides will close and lock cafeteria doors and remain with students until lock down is terminated.
- If students are at recess or PE they will be directed to go to the nearest open classroom.
- Do not leave or allow students to leave the room without approval of the principal/designee. This includes restroom breaks.
- Do not open doors at any time including for any district personnel.
- Using your emergency roster, account for all students present that day. Please take attendance and notify the office by email as follows:
    - Put "All here" in the subject line if all are present
    - Put "Info" in the subject line and the details in the email if you have missing students, extra students or adults.
    - Send the email to all office staff, the Principal and specific teachers if you have their students.
- If you could not use your computer or email was not working, please use your cell phone to call the office and/or the principal to report your attendance status in your classroom. As a last result, you could use the intercom to buzz the office with your attendance status.
- After the lock down has commenced, the principal or designee will make an "all clear" announcement.

Office Command Center Description

- The school office, if appropriate, will be the center of operations. As it is determined safe, support personnel will report to the command center.
- The principal/designee will assign individuals/teams to search and secure (lock) all rooms, buildings, storage rooms, restrooms, etc. on campus.

Release of Students Description

- When it is determined appropriate by the Sheriff's Department, students will be released. A student release center will be established in a safe area. Students will be released to adults listed on the Disaster Emergency Card. Staff should ask for identification from any individual that is not recognized.

Additional Considerations

- Refer media to district community relations officer for news releases and for factual/appropriate letter to send home with students.

Online Mandated Reporter Training Completion List
ILC Elementary School
2025-2026

First Name	Last Name	Module	Assignment Status
ABIGAIL	LOPEZ	Sexual Harassment and Discrimination - California Employees (SB1343)	Completed
ABIGAIL	LOPEZ	Preventing Child Sexual Abuse (Schools K-12)	Completed
Alexandra	Mayorga	Sexual Harassment and Discrimination - California Employees (SB1343)	Completed
Alexandra	Mayorga	Preventing Child Sexual Abuse (Schools K-12)	Completed
Alexandria	Betton	Sexual Harassment and Discrimination - California Employees (SB1343)	Completed
Alexandria	Betton	Preventing Child Sexual Abuse (Schools K-12)	Completed
Amanda	Gomez	Sexual Harassment and Discrimination - California Employees (SB1343)	Completed
Amanda	Gomez	Preventing Child Sexual Abuse (Schools K-12)	Completed
BLANCA	PEREZ	Sexual Harassment and Discrimination - California Employees (SB1343)	Completed
BLANCA	PEREZ	Preventing Child Sexual Abuse (Schools K-12)	Completed
CANDY	Rodriguez	Sexual Harassment and Discrimination - California Employees (SB1343)	Completed
CANDY	Rodriguez	Preventing Child Sexual Abuse (Schools K-12)	Completed
CLAUDIO	RIBAS	Sexual Harassment and Discrimination - California Employees (SB1343)	Completed
CLAUDIO	RIBAS	Preventing Child Sexual Abuse (Schools K-12)	Completed
COLIN	DAVIS	Sexual Harassment and Discrimination - California Employees (SB1343)	Completed
COLIN	DAVIS	Preventing Child Sexual Abuse (Schools K-12)	Completed
Daisy	Cabrera	Sexual Harassment and Discrimination - California Employees (SB1343)	Completed
Daisy	Cabrera	Preventing Child Sexual Abuse (Schools K-12)	Completed
David	Zavala	Sexual Harassment and Discrimination - California Employees (SB1343)	Completed
David	Zavala	Preventing Child Sexual Abuse (Schools K-12)	Completed
Deisy	Espinoza	Sexual Harassment and Discrimination - California Employees (SB1343)	Completed
Deisy	Espinoza	Preventing Child Sexual Abuse (Schools K-12)	Completed
Denise	Herrera	Sexual Harassment and Discrimination - California Employees (SB1343)	Completed
Denise	Herrera	Preventing Child Sexual Abuse (Schools K-12)	Completed
Desiree	Ruvalcaba	Sexual Harassment and Discrimination - California Employees (SB1343)	Completed
Desiree	Ruvalcaba	Preventing Child Sexual Abuse (Schools K-12)	Completed
EDAENA	NEGRETE AGUAYO	Sexual Harassment and Discrimination - California Employees (SB1343)	Completed
EDAENA	NEGRETE AGUAYO	Preventing Child Sexual Abuse (Schools K-12)	Completed
ERICK	JIMENEZ	Sexual Harassment and Discrimination - California Employees (SB1343)	Completed
ERICK	JIMENEZ	Preventing Child Sexual Abuse (Schools K-12)	Completed
ERIKA	VELA	Sexual Harassment and Discrimination - California Employees (SB1343)	Completed
ERIKA	VELA	Preventing Child Sexual Abuse (Schools K-12)	Completed
Erika	Reveles	Sexual Harassment and Discrimination - California Employees (SB1343)	Completed
Erika	Reveles	Preventing Child Sexual Abuse (Schools K-12)	Completed
Gloria	Fernandez	Sexual Harassment and Discrimination - California Employees (SB1343)	Completed
Gloria	Fernandez	Preventing Child Sexual Abuse (Schools K-12)	Completed
Irma	Medina	Sexual Harassment and Discrimination - California Employees (SB1343)	Completed
Irma	Medina	Preventing Child Sexual Abuse (Schools K-12)	Completed
JACQUELINE	KIMMELL	Sexual Harassment and Discrimination - California Employees (SB1343)	Completed
JACQUELINE	KIMMELL	Preventing Child Sexual Abuse (Schools K-12)	Completed
JACQUELINE	TORRES	Sexual Harassment and Discrimination - California Employees (SB1343)	Completed
JACQUELINE	TORRES	Preventing Child Sexual Abuse (Schools K-12)	Completed
JANET	LUYA	Sexual Harassment and Discrimination - California Employees (SB1343)	Completed
JANET	LUYA	Preventing Child Sexual Abuse (Schools K-12)	Completed
JENNIFER	BARBOSA	Sexual Harassment and Discrimination - California Employees (SB1343)	Completed
JENNIFER	BARBOSA	Preventing Child Sexual Abuse (Schools K-12)	Completed
JIWON	YOO	Sexual Harassment and Discrimination - California Employees (SB1343)	Completed
JIWON	YOO	Preventing Child Sexual Abuse (Schools K-12)	Completed
JULIE	RIVERA	Sexual Harassment and Discrimination - California Employees (SB1343)	Completed
JULIE	RIVERA	Preventing Child Sexual Abuse (Schools K-12)	Completed
Jaliyah	Rutledge	Sexual Harassment and Discrimination - California Supervisor (AB1825/1661)	Completed
Jaliyah	Rutledge	Preventing Child Sexual Abuse (Schools K-12)	Completed
Janelly	Ruan	Sexual Harassment and Discrimination - California Employees (SB1343)	Completed
Janelly	Ruan	Preventing Child Sexual Abuse (Schools K-12)	Completed
Jessica	Tarazon	Sexual Harassment and Discrimination - California Employees (SB1343)	Completed
Jessica	Tarazon	Preventing Child Sexual Abuse (Schools K-12)	Completed
Kristinna	Gastelum	Sexual Harassment and Discrimination - California Employees (SB1343)	Completed
Kristinna	Gastelum	Preventing Child Sexual Abuse (Schools K-12)	Completed
LAKESIA	TURNER	Sexual Harassment and Discrimination - California Employees (SB1343)	Completed
LAKESIA	TURNER	Preventing Child Sexual Abuse (Schools K-12)	Completed
LAURA	ESTRADA	Sexual Harassment and Discrimination - California Employees (SB1343)	Completed
LAURA	ESTRADA	Preventing Child Sexual Abuse (Schools K-12)	Completed
Lisbeth	Mendoza	Sexual Harassment and Discrimination - California Employees (SB1343)	Completed
Lisbeth	Mendoza	Preventing Child Sexual Abuse (Schools K-12)	Completed
		Sexual Harassment and Discrimination - California Employees	

Online Mandated Reporter Training Completion List
ILC Elementary School
2025-2026

67	MARIA	RIVERA	Sexual Harassment and Discrimination - California Employees (SB1343)	Completed
68	MARIA	RIVERA	Preventing Child Sexual Abuse (Schools K-12)	Completed
69	MARISA	SANTANA	Sexual Harassment and Discrimination - California Employees (SB1343)	Completed
70	MARISA	SANTANA	Preventing Child Sexual Abuse (Schools K-12)	Completed
71	MARISSA	GRUENWALD	Sexual Harassment and Discrimination - California Employees (SB1343)	Completed
72	MARISSA	GRUENWALD	Preventing Child Sexual Abuse (Schools K-12)	Completed
73	MIRIAM	MENDEZ	Sexual Harassment and Discrimination - California Employees (SB1343)	Completed
74	MIRIAM	MENDEZ	Preventing Child Sexual Abuse (Schools K-12)	Completed
75	MONICA	RIOS	Sexual Harassment and Discrimination - California Employees (SB1343)	Completed
76	MONICA	RIOS	Preventing Child Sexual Abuse (Schools K-12)	Completed
77	Maria	Alvear Silva	Sexual Harassment and Discrimination - California Employees (SB1343)	Completed
78	Maria	Alvear Silva	Preventing Child Sexual Abuse (Schools K-12)	Completed
79	Mayra	Jimenez	Sexual Harassment and Discrimination - California Employees (SB1343)	Completed
80	Mayra	Jimenez	Preventing Child Sexual Abuse (Schools K-12)	Completed
81	Michelle	Mera	Sexual Harassment and Discrimination - California Employees (SB1343)	Completed
82	Michelle	Mera	Preventing Child Sexual Abuse	Completed
83	Nancy	Rojas	Sexual Harassment and Discrimination - California Supervisor (AB1825/1661)	Completed
84	Nancy	Rojas	Preventing Child Sexual Abuse (Schools K-12)	Completed
85	Nancy	Alcocer	Sexual Harassment and Discrimination - California Employees (SB1343)	Completed
86	Nancy	Alcocer	Preventing Child Sexual Abuse (Schools K-12)	Completed
87	Osiris	Madrigal	Sexual Harassment and Discrimination - California Employees (SB1343)	Completed
88	Osiris	Madrigal	Preventing Child Sexual Abuse (Schools K-12)	Completed
89	PATRICIA	PINTO	Sexual Harassment and Discrimination - California Employees (SB1343)	Completed
90	PATRICIA	PINTO	Preventing Child Sexual Abuse (Schools K-12)	Completed
91	Patricia	Soto	Sexual Harassment and Discrimination - California Employees (SB1343)	Completed
92	Patricia	Soto	Preventing Child Sexual Abuse (Schools K-12)	Completed
93	Patricia	Zaldivar	Sexual Harassment and Discrimination - California Employees (SB1343)	Completed
94	Patricia	Zaldivar	Preventing Child Sexual Abuse (Schools K-12)	Completed
95	Priscila	Constantino	Sexual Harassment and Discrimination - California Employees (SB1343)	Completed
96	Priscila	Constantino	Preventing Child Sexual Abuse (Schools K-12)	Completed
97	Rebecca	Garibyan	Sexual Harassment and Discrimination - California Employees (SB1343)	Completed
98	Rebecca	Garibyan	Preventing Child Sexual Abuse (Schools K-12)	Completed
99	SHARON	NIETO	Sexual Harassment and Discrimination - California Employees (SB1343)	Completed
100	SHARON	NIETO	Preventing Child Sexual Abuse (Schools K-12)	Completed
101	SYLVIA	TALAMANTES	Sexual Harassment and Discrimination - California Employees (SB1343)	Completed
102	SYLVIA	TALAMANTES	Preventing Child Sexual Abuse (Schools K-12)	Completed
103	Samuel	Platis	Sexual Harassment and Discrimination - California Supervisor (AB1825/1661)	Completed
104	Samuel	Platis	Preventing Child Sexual Abuse (Schools K-12)	Completed
105	Shelby	Leinen	Sexual Harassment and Discrimination - California Employees (SB1343)	Completed
106	Shelby	Leinen	Preventing Child Sexual Abuse (Schools K-12)	Completed
107	Taliana	Zengler	Sexual Harassment and Discrimination - California Employees (SB1343)	Completed
108	Taliana	Zengler	Preventing Child Sexual Abuse (Schools K-12)	Completed
109	Vanessa	Gonzalez	Sexual Harassment and Discrimination - California Employees (SB1343)	Completed
110	Vanessa	Gonzalez	Preventing Child Sexual Abuse (Schools K-12)	Completed
111	Zaida	Lucero	Sexual Harassment and Discrimination - California Employees (SB1343)	Completed
112	Zaida	Lucero	Preventing Child Sexual Abuse (Schools K-12)	Completed

Memorandum

Bellflower Unified School District

DATE: AUGUST 2025

TO: TEACHERS

RE: EDUCATION CODE SECTION 49079 – NOTIFICATION TO TEACHER OF PUPILS WHOSE ACTIONS ARE GROUNDS FOR SUSPENSION OR EXPULSION

Annually you are required to notify teachers of pupils who have engaged in, or is reasonably suspected to have engaged in, any acts in E.C. 48900 (except subdivision (h) or in Section 48900.2, 48900.3, 48900.4 or 48900.7).

California Education Code Section 49079 states: (a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h) (possessed/used tobacco), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.

(b) A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.

(c) An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision (a) is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars ($1,000), or both.

(d) For the 1994-95 school year, the information provided shall be from the previous two years. For the 1996-97 school year and each school year thereafter, the information provided shall be from the previous three school years.

(e) Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

To be in compliance, inform your teachers of the following and send a memo to staff providing them with the pertinent information (a sample is attached).

1. Ensure teachers know how to locate information in Aeries that indicates a student has been suspended for acts pursuant to any subdivisions except as specified by Ed Code 49079. To meet these requirements, attach the Aeries information to your memorandum.

2. Inform teachers that Aeries lists all students who have been suspended or expelled for the previous three years and is updated daily.

3. Also inform teachers that they may request to review the student's records and remind them that these documents are confidential.

4. Attach California Education Code Section 48900 to your memorandum.

5. Reference in your memorandum E.C. 48900 (r) on Bullying and E.C. Section 48900.5 on Limitations on Imposing Suspensions. (See sections referenced below.)

Submit a copy of your memo to the Office of Instruction & Student Support services once you have shared this information with your staff. Distribute your memorandum to teachers by August 15, 2025

Sections to reference in your memo:

California Education Code Section 48900

EC 48900 (r) - Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

(1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

(A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.

(B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.

(C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.

(D) Causing a reasonable pupil to experience substantial interference with is or her ability to participate in or benefit from the services, activities, or privileges provide by a school.

(2)(A) “Electronic act” means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

(i) A message, text, sound, video, or image.

(ii) A post on a social network internet website, including, but not limited to:

(I) Posting to or creating a burn page. “Burn page” means an Internet website created for the purpose of having one or more of the effects listed in paragraph (1).

(II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonable believe, or has reasonably believed that the pupil was or is the pupil who was impersonated.

(III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). “False profile” means a profile of a fictitious pupil or a profile using the likeliness or attributes of an actual pupil other than the pupil who created the false profile.

(iii) (I) An act of cyber sexual bullying.

(II) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described in this sub clause, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(III) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the internet.

EC 48900.5- Limitations on imposing suspension

(a) Suspension, including supervised suspension as described in Section 48911.1, shall be imposed only when other means of correction fail to bring about proper conduct. A school district may document the other means of correction used and place that documentation in the pupil’s record, which may be accessed pursuant to Section 49069.7. However, a pupil, including an individual with exceptional needs, as defined in Section 56026, may be suspended, subject

to Section 1415 of Title 20 of the United States Code, for any of the reasons enumerated in Section 48900 upon a first offense, if the principal or superintendent of schools determines that the pupil violated subdivision (a), (b), (c), (d), or (e) of Section 48900 or that the pupil's presence causes a danger to persons. (b) Other means of correction include, but are not limited to, the following:

(1) A conference between school personnel, the pupil's parent or guardian, and the pupil.

(2) Referrals to the school counselor, psychologist, social worker, child welfare attendance personnel, or other school support service personnel for case management and counseling.

(3) Study teams, guidance teams, resource panel teams, or other intervention-related teams that assess the behavior, and develop and implement individualized plans to address the behavior in partnership with the pupil and the pupil's parents.

(4) Referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program, or a plan adopted pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794(a)).

(5) Enrollment in a program for teaching prosocial behavior or anger management.

(6) Participation in a restorative justice program.

(7) A positive behavior support approach with tiered interventions that occur during the school day on campus.

(8) After school programs that address specific behavioral issues or expose pupils to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups.

(9) Any of the alternatives described in Section 48900.6.

Intensive Learning Center
Organizational Chart 2024-2025

Principal: Evelyne Almada
Assistant Principal: Nancy Rojas
Counselor: Vacant
Secretary:Gabriela Garibaldi
Clerk: Michelle Mera

GRADE	TEACHER	ROOM #	Notes
TK (Dual)	Irma Medina	40	
TK (Dual)	Patricia Soto	50	
Kinder (Dual)	Maria Alvear	22	
Kinder (Dual)	Gloria Fernandez	26	
Kinder (Dual)	Laura Estrada	28	
Kinder (Dual)	Edaena Negrete	24	
Kinder (SDC)	Wendy Zurita	12	
Kinder (SDC)	Joshua Pardon	14	
First	Taliana Zengler	48	
First (Dual)	Janet Luya	34	
First (Dual)	Mayra Jimenez	30	
First (Dual)	Marisa Santana	32	
First (Dual)	Patricia Zaldivar	55	
Second	Suzanne Makisi	44	
Second (Dual)	Maria Rivera	52	

Second (Dual)	Patricia Pinto	42	
Second (Dual)	Miriam Mendez	54	
Third	Jackie Kimmell	46	
Third (Dual)	Desiree Ruvalcaba	56	
Third (Dual)	Deisy Espinoza	53	
Fourth	Kristianna Gastelum	73	
Fourth (Dual)	Alexandra Mayorga	75	
Fourth (Dual)	Jiwon (Gaby) Yoo	65	
Fifth	Kathleen Johnson	64	
Fifth (Dual)	Nancy Alcocer	74	
Fifth (Dual)	Erika Reveles	63	
Sixth	Colin Davis	61	
Sixth	Julie Rivera	71	
Sixth (Dual)	Claudio Ribas	66	
P.E.	Joseph Webber	62	
WHITEWOOD AND STATE PRESCHOOL			
POSITION	**STAFF**	**ROOM #**	**Ext.**
Preschool SDC AM	Claudia Arana	WW 1	7601
Preschool SDC AM	Yesenia Benitez Sotelo	WW 2	7602
Preschool SDC PM	Socorro Acosta	WW 2	7602
Preschool SDC AM	VACANT	WW 3	7603
Preschool SDC PM	Isabel Garcia	WW 3	7603
Preschool SDC AM	Marissa Gruenwald	WW 4	7604

Preschool SDC PM	VACANT	WW 4	7604
State Preschool DL	Karina Delgado Velasco	5	7605
State Preschool Inclusion	Rebecca Sanchez	6	7606

TK-6: 22 DUAL, 7 Traditional, 1 P.E. & 2 SDC = 30 WW & State: 7

SUPPORT STAFF			
POSITION	**STAFF**	**ROOM #**	**Ext.**
Psychologist	Madalyn Jackson-Sulliven	85	7085
Psychologist Pre K	Ashley Ortiz	84	7086
RSP	Jacqueline Torres	70	
RSP/PEEP	Rebecca Garibyan	84	7084
Speech, ILC	Rosa Urquiaga	85	7087
SLPA	Maria Pacheco	85	7087
SLPA	Rebecca Lozano	Speech A	7607
Speech, WW	Torcia Lee	WW/B	7608
TOSA Intervention Teacher	Sylvia Talamantes	72	
Intervention Teacher	Denise Herrera	72	
Library Media Asst.	Alexandria Betton	Library 20	7020 8:30-12:00
Health Assistants	Amanda C. Gomez (AM) Silky Garcia (PM)	Health Office	7005
Case Manager	Zaida Lucero	81	7081
Instructional Aide-TK	Priscila Constantino	40	8:30-11:30

Instructional Aide	Blanca Perez	Kinder	8:15-11:15
Instructional Aide-Bilingual	VACANT	Gr 1	8:15-11:15
Instructional Aide - Bilingual	Jannely Ruan	Gr 2	8:15-11:15
Instructional Aide-TK-PM	VACANT	40	11:30 - 2:30
Instructional Aide-TK-AM	Evelyn Gonzalez	50	8:30 - 11:30
Instructional Aide-TK-PM	Nadeen Martinez	50	11:30 - 2:30
Instructional Aide	Vanessa Gonzalez	RSP/PEEP	
Instructional Aide-BA	Nikki Lopez	Gen Ed	
Instructional Aide-sp	VACANT	14	
Instructional Aide-sp	Crystal Adkinson	14	
Instructional Aide-sp	VACANT	14	
Instructional Aide-sp	Nadine Garcia	12	
Instructional Aide-sp	Candy Rodriguez	WW2	
Instructional Aide-sp	VACANT	WW1(Nest)	
Instructional Aide-sp	Erika Vela	12/WW3	
Instructional Aide-sp	Lakesia Turner	WW2/WW3	
Instructional Aide-sp	Vacant	WW4/14	
Instructional Aide-sp	Vacant	WW4	
Instructional Aide	Maria Moreno/Reyna Perez	State Preschool/5 AM	

Instructional Aide	Brenda Lopez/Stephanie Garcia	State Preschool/5 PM	
Instructional Aide	Suzanne Vucci/Adela Garcia sp	State Preschool/6 AM	
Instructional Aide	Ashley Montalbo/Jacqueline Velasquez/ Edith Lopez sp	State Preschool/6 PM	
Instructional Aide, P.E	Jose Verayo	P.E./62	
Instructional Aide, P.E	Angie Gonzalez	P.E./62	
Night Custodian	Steve Padios		
Day Custodian	Vinh Huynh		
LeadCustodian	VACANT		
Cafeteria	Kara Van Sickle	Cafeteria	7090
Cafeteria	Yolada Lopez	Cafeteria	
Cafeteria	Cheryl Johnson	Cafeteria	

Expanded Learning Programs			
POSITION	**STAFF**	**ROOM #**	**Notes**
Site Coordinator-THINK	VACANT	60	
PL-THINK	Alondra Cortes/Alexia Garcia	51	TK/K
PL-THINK	Giselle Del Real	72	1
PL-THINK	Christina Regalado	60	2
PL-THINK	Alejandra Torres	70	3
PL-THINK	Rocio Morales	85	4
PL-THINK	Esmeralda Carillo	76	5

PL-THINK			
Site Coordinator YMCA	Adriana Mendoza	81	
YMCA			
YMCA & Playground Partners	Leslie		
YMCA Playground Partners	Armando		
SSA-THINK	Vacant	7:30-8:30 9:45- 10:50 11:00-1:00	
SSA-THINK		9:45-10:50 11:00-1:00	
SSA-THINK	Michelle Cisneros	11:00-1:00	
SSA-THINK	Andrea Barriga	7:30-8:30 11:00-1:00	
SSA-THINK	David Mireles	11:00-1:00	

Bellflower Unified School District
Intensive Learning Center Elementary School
Parent Meeting Dates
2025-2026

Pastries With Principal Platis	School Site Council	ELAC
November 9, 2025	October 15, 2025	October 14, 2025
December 18, 2025	November 19, 2025	November 18, 2025
January 11, 2026	December 17, 2025	December 16, 2025
February 8, 2026	January 21, 2026	January 20, 2026
March 12, 2026	February 18, 2026	February 17, 2026
April 9, 2026	March 18, 2026	March 17, 2026
May 14, 2026	April 15, 2026	April 14, 2026
	May 20, 2026	May 25, 2026

ILC ELEMENTARY SCHOOL

PBIS/SEL Roster 2024-2025

PBIS/SEL

PBIS Members	ROLES
Edaena Negrete	Chair
Kristianna Gastelum	Note Taker
Gloria Fernandez	Time Keeper
Desiree Ruvalcaba	Data Specialist
Sylvia Talamantes	Intervention
Nancy Rojas	Assistant Principal-Admin
Madalyn Jackson Sullivan	Psychologist/Coach
Evelyne Almada	Principal-Admin

PBIS/SEL
2:45-3:45, Room 76

Date	Topic/Comment-tentative
Aug. 29, 2024	TFI
TBD	PD for Teachers - connect to CHKS and Panorama data and school culture
Sept. 19, 2024 (Guest-Williams)	Review of all Tiers (Consult with new teachers)
Nov 28, 2024 resch JAN	Adjust plan based on data/Strengthen needed Tier
Feb 13, 2025	TFI
March 20, 2025	Readings & Update Action Plan PBIS Award
Apr 24, 2025	TFI (3rd time)
May	TBD

BELLFLOWER UNIFIED SCHOOL DISTRICT PLAYGROUND DAILY INSPECTION REPORT

PLAYGROUNDS shall be checked daily for debris and unsafe conditions such as swing chains, s-hooks and loose nuts & bolts. NOTIFY the principal of any concerns or problems immediately. If the area is unsafe, use caution tape to barricade off the area. PROBLEMS with playgrounds should be reported to the Maintenance & Operations Department in the form of a WORK ORDER. If the problem is serious, notify the Maintenance & Operations Department by telephone immediately.

SCHOOL / SITE: **INTENSIVE LEARNING CTR** FOR THE WEEK OF: 12/8/25 – 12/12/25

MAIN PLAYGROUD

EQUIPMENT	MONDAY 12/8/25		TUESDAY 12/9/25		WEDNESDAY 12/10/25		THURSDAY 12/11/25		FRIDAY 12/12/25	
	Code 0 - 6	Init.	Code 0 - 6	Init.	Code 0 - 6	Init.	Code 0 - 6	Init.	Code 0 - 6	Init.
SEATS	0	R	0	R	0	R	0	R	0	R
CHAINS	0	R	0	R	0	R	0	R	0	R
S-HOOKS	0	R	0	R	0	R	0	R	0	R
FRAMES	0	R	0	R	0	R	0	R	0	R
GUARDRAILS/HANDRAILS	0	R	0	R	0	R	0	R	0	R
FOOTINGS	0	R	0	R	0	R	0	R	0	R
CURBING	0	R	0	R	0	R	0	R	0	R
FALL SURFACE	0	R	0	R	0	R	0	R	0	R
LOOSE BOLTS	0	R	0	R	0	R	0	R	0	R
WORN PARTS	0	R	0	R	0	R	0	R	0	R
SHARP EDGES	0	R	0	R	0	R	0	R	0	R
PAINT	0	R	0	R	0	R	0	R	0	R
SITE	0	R	0	R	0	R	0	R	0	R
OTHER (Explain below)										

EQUIPMENT CONDITION "CODE"

0 - **OK** (Safe and Clean)
1 - **Needs** to be Cleaned
2 - **Needs** to be Painted
3 - **Needs** to be Repaired
4 - **Removed** from Service
5 - **Returned** to Service
6 - **Other** (Explain below)

Ramon Quintana
INSPECTED BY:

SIGNATURE

12/12/25
DATE SIGNED

Remarks (Explain "Other") _____

REPORT REVIEWED BY:

School Principal: _____ Date 12/16/25

Maintenance Manager _____ Date _____

Bellflower Unified School District
Intensive Learning Center
2024-2025

Public Comprehensive School Safety Plan

December 9, 2024

Title	Name	Signature
~~CSEA~~ BTA	Laura Estrada	
CSEA	Gabriela Garibaldi	
CFEC/BWD	Beatris Diaz	Beatris Diaz
Parent/PTA President	Ama Holmes	
Teacher/Safety C.	María Alvear	
Assistant Principal	Nancy Rojas	
Principal	Evelyne Almada	

Bellflower Unified School District
Intensive Learning Center Elementary School
Public - Comprehensive School Safety Plan Agenda
December 17, 2025

Welcome and Introductions

Mr. Platis, Principal and Mrs. Rojas, Assistant Principal

Comprehensive School Safety Plan

I. Dress Code Policy
II. Procedure for Notifying Teachers of Dangerous Pupils
III. Discrimination and Harassment Policy
IV. Child Abuse Reporting Procedures
V. Ingress and Egress
VI. Safe and Orderly Environment Conducive to Learning
    A. PBIS Matrix
    B. Flowchart/T-Chart for Discipline Emergencies
VII. Emergency / Disaster Procedures
    A. Fire Drills
    B. Earthquake Drills
    C. Shelter in Place
    D. Lockdowns
VIII. Disaster Preparedness Plan / Drill
IX. Approval of the Safety Plan
    A. Safety Committee
    B. School Site Council

BY CAR

The drop-off and pick-up zone on Michelson Street is identified by the orange traffic cones. Parking within the coned-off area is not permitted. When using the drop-off and pick-up zone, please pull all the way forward as space permits, allowing others to move into the zone. Please have students wait for you to get to the end of the zone before entering or exiting the car. Children are allowed to cross the street at the crosswalks only. Parents can and have been ticketed for not using the crosswalks.

The parking lot is for staff parking and BUSD employees. Students are **NOT** to be dropped off or picked up in the parking lot as **it is an unsafe place for students.**

CROSSING GUARDS

Crossing guards are scheduled to help children across the street at Michelson Street and Clark Avenue. If your child crosses Clark Avenue, please make sure they cross with the crossing guard. Discuss all traffic and pedestrian regulations with your children. The crossing guards are obligated to report problems to the school and their supervisors for appropriate action.

BICYCLES

Students in grades 3-6 may ride bicycles to school after they have completed and returned to the office a “Bicycle Contract.” Students must wear helmets and observe safe riding practices. In order to protect bicycles from theft, they are to be placed in the bike rack and locked. All bicycles must be walked when on school grounds. Skateboards, skates, scooters or skate shoes are not allowed.

BUSES

There is no bus transportation to or from the Intensive Learning Center. Busses are provided for field trips, and students must obey all safety and bus rules in accordance with parent signed permission slips.

Bellflower Unified School District
Intensive Learning Center Elementary School
Safety Committee Members

- Sam Platis, Principal
- Nancy Rojas, Assistant Principal
- Mary Silva Alviar, Teacher
- Desiree Ruvalcaba, Teacher

Intensive Learning Center

You are Invited!

Public Hearing of the Comprehensive School Safety Plan

TOPICS

- Goals
  - -Assure a safe physical environment
  - -Provide each student with resiliency skills,
  - -Assure each student a safe, respectful, accepting, and emotionally nurturing environment
- School Procedures Relating to School Safety
- Emergency Response Plan

BUSD

Date: Wednesday, December 17, 2025
Time: 1:30 p.m.
Location: ILC Library

Intensive Learning Center
School Site Council

Minutes
December 18, 2024

Welcome and Introductions

Call to Order by SSC Chair Ms. McDonald at 1:34 p.m. in room 80

Approval of Minutes

A. First motion: Nancy Alcocer
B. Second motion: Tiany Reyes

Approval of Proposed Agenda

C. First motion:Claudio Ribas
D. Second motion:Nicole Jones

Legal Requirements

a. Comprehensive Safety Plan Approval 24-25

i. Safety committee is comprised by principal, assistant principal, teachers and a classified staff representative.
ii. Reviewed Uniform School Policy. We continue to adhere to the school's uniform policy as approved by the BUSD board.
    1. A parent brought up the concern that a student could receive a notification due to the uniform being faded. Teachers and Mrs. Almada clarified that students do not receive uniform infractions due to faded clothes. We do have resources to assist parents and students. The wording in the policy is approved by the school board. Back to School night and Open House are two days where parents can bring gently used uniforms to donate to the school.
    2. Students who have been suspended in the past, the new teacher is notified.

3. We are mandated reporters and need to report any perceived incident of child abuse.
4. Safety Ingress and Egress
    a. We are a government building so we do need to follow certain safety guidelines for entering the building. Visitors must have a government issued identification to come in.
    b. We have supervision before, during and after school.
5. Positive School Climate for a safe and orderly environment
    a. We follow the PBIS matrix for proper conduct and reinforce positive behavior
    b. Gotchas reward system to be redeemed for prizes.
    c. Street signs
    d. Flowchart for discipline. Behaviors that are handled by the teachers vs the principal. Broken into minor vs major.
    e. School counselor
    f. Lunch bunch
    g. Wellness room
    h. Reflection forms
6. SOAR Three Tier model Support
    a. Universal, Targeted and Intensive
7. Emergency Disaster Procedures
    a. Fire drill (10 per year)
    b. Earthquake drills (2-3 a year)
    c. Lockdown/lockout drill (2 a year)
    d. Disaster preparedness drill (across the district)
    e. Off-site Evacuation: Recommendation Lakewood Library
8. Approval of Safety Plan
    a. Motion to pass the Comprehensive Safety Plan for 24-25 as is but with the provision that it will be amended to revise procedures for dismissal:
        i. First motion: Nancy Alcocer
        ii. Second motion: Patricia Zaldivar
    b. Yes 11 No 0
    c. Safety Plan 24-25 is approved

Public Comments

b. Parent raised concern about the flag in the cafeteria "Don't Tread on Me". Feels it does not add value to our school. Ms. Almada will look into it.
c. Parent concerned about the level of STEM implementation after school not being offered to Kindergarten. Mrs. Almada mentioned that all classes will be offered and available to all grade levels by January.

Motion to move the remaining items on the agenda for next meeting

Yes 11 No 0
Motion passed

Remaining Items:

d. Parent Workshops
e. SPSA
    i. Goals and CA Dashboard Data
    ii. SEL: Panorama Survey Grades 3-6

Adjournment

Meeting adjourned by Ms. McDonald at 3:17 p.m.

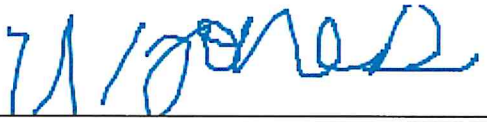
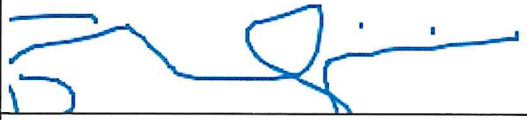
The next meeting will take place on **Wednesday, February 26, 2025**

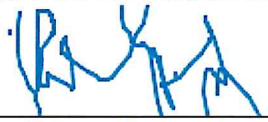
Comprehensive School Safety Plan

2024-2025
School Year

School:	Intensive Learning Center (ILC)
CDS Code:	19643036011613
District:	Bellflower Unified School District
Address:	4718 East Michelson St Lakewood, CA 90712-1851
Date of Adoption:	February 2025
Date of Update:	December 12, 2024
Date of Review:	
- with Staff	December 3, 2024
- with Law Enforcement	February 2025
- with Fire Authority	January 2025

Approved by:

Name	Title	Signature	Date
Evelyne Almada	Principal		
Ashley McDonald	Chair Person/Parent		
Nicole Jones	VP/Parent		
Gabriela Garibaldi	Classified		
Angela Nunez	Parent		
Tiany Reyes	Parent		

Name	Title	Signature	Date
Natalie Marks	Parent		
Nancy Alcocer	Teacher		
Claudio Ribas	Teacher		
Sylvia Talamantes	Teacher		

Intensive Learning Center
SSC and Safety Committee

Sign-In Sheet

Date: December 18, 2024

Name	Title	Signature
Ashley McDonald	Chairperson/Parent	
Nicole Jones	Parent/VP	
Natalie Marks	Parent	
Angela Nunez	Parent	
Tiany Reyes	Parent	
Nasley Proa	Parent-ELAC President	
Sylvia Talamantes	Teacher	
Nancy Alcocer	Teacher	
Claudio Ribas	Teacher	
Gabriela Garibaldi	Classified	
Evelyne Almada	Principal	
Patricia Zaldivar	Teacher-Safety	
Maria Alvear Silva	Teacher-Safety	
Patricia Soto	Teacher-Safety	
Beatris Diaz	CFGC Therapist	
Megan Ramos	Parent	
Eustaquio Carrillo	Parent	

Dress Code Standards

The responsibility for the proper attire of all students attending schools within the Bellflower Unified School District rests with the parents/guardians.

The responsibility for enforcing the dress code rests with the school administration and staff of each campus*. The administrators and/or their designees–which includes all adult staff members–may make the determination as to whether a student is in violation of the dress code.

HEADWEAR / HAIR COVERING

Hats: **No baseball style hats/caps**

- The ONLY type of hat allowed is the bucket hat and beanies without any logo, words, letters, or numbers, which may not be worn inside classrooms. This includes labels on the outside of a beanie.
- When Somerset High School has official head gear such as baseball style caps or beanies, these will be acceptable to wear on campus. All approved headwear are to be removed when in the classroom.

Other type of head covering:

- Bandannas, wave-caps, do-rags, etc.
- Hoods on jackets or sweatshirts must be kept down completely off the head while inside a classroom

Non-approved headwear will be confiscated and returned only to the parent/guardian.

SHOES

- All students must wear shoes. **House shoes of any kind are not permitted.** Sandal type footwear is permitted.

PANTS & SHORTS

- ***Basketball shorts, basketball style or athletic shorts are permitted but must be free of numbers.***
- Pants must be worn at the waist; no sagging. Oversized baggy pants/shorts may not be worn.
- Students may not wear lounging pants or pajama pants.
- Undergarments shall not be visible at any time.
- Extremely short shorts are not permitted; Fingertip test will be used to determine this portion of the dress code.

SHIRTS, BLOUSES, TOPS SWEATERS, SWEATSHIRTS JACKETS

- ***No athletic jerseys or athletic-style jerseys, shirts, sweatshirts, jackets, or pants, etc., with or without numbers.***
- Shall not display any high school name, team name, school logo, etc. with the exception of Bellflower, Mayfair, College, University or Somerset High Schools.
- Bare mid-riff shirts and blouses shall not be worn.
- Undergarments shall not be visible at any time.
- Shoulder straps on “tank-style” blouses must be at least two (2) inches wide.
- No plunging necklines.
- Ribbed tank tops are NOT permitted.

SKIRTS & DRESSES

- The length of skirts and dresses must extend to at least mid-thigh.
- Slits on dresses must extend no further than mid thigh.
- No undergarments shall be visible.
- No plunging necklines.

TIGHTS

Tights cannot be see-through or revealing.

GANG / CREW / POSSE STYLE ATTIRE

The following clothing is often associated with gangs/crews/posses and may not be worn to school. The list includes, but is not limited to: Clothing with “L.A.” letters, Dodgers, Raiders, or any professional team, city or geographic area, Zip Code or telephone Area Code or G-Unit clothing.

GANG / CREW / POSSE STYLE ATTIRE CONTINUED

The following clothing is often associated with gangs/crews/posses and may not be worn to school: Creased white T-shirts, long shorts with knee socks pulled up. Any other clothing deemed to be gang/crew attire and/or gang/crew colors shall not be worn. Numbers or logos associated with or considered/construed as gang related are not permitted on any article of clothing, jewelry, or accessory. Key chain-lanyards with any professional team name or logo shall not be visible. ***All gang related tattoos must be covered before arriving at school.***

JEWELRY & ACCESSORIES

Jewelry and/or accessories that include reference to tobacco products, drugs, alcohol, gangs, or is sexually suggestive, or deemed inappropriate by any staff member shall not be worn to school. Large medallion necklaces and/or neck chains of extended length are not permitted. Wallet chains shall not exceed six (6) inches in length and the chains must be kept inside a pocket at all times while on campus. **Key chain-lanyards with any professional team name or logo shall not be visible.**

BELTS & BELT BUCKLES

Belt buckles bearing letters or depicting inappropriate items or messages are not permitted. The tail of the belt shall not extend more than six (6) inches past the buckle.

BACKPACKS

For safety reasons, Somerset High School does allow backpacks, book bags, tote bags, and/or large, oversized purses on campus but reserves the right to randomly search these bags.

BODY ART

Inappropriate body art or tattoos must be covered before arriving at school.

NUMBERS, ARTWORK, LOGOS

- Numbers/artwork/logos associated with or considered/construed as gang /crew/posse related are not permitted on any article of clothing, jewelry, or accessory.
- Any professional team, city or geographic area, Zip Code or telephone Area Code are not permitted.
- Any artwork or logo that is deemed offensive to any person's race, culture, gender, or religion is not permitted.
- Any artwork or logo that is sexually suggestive or includes reference to tobacco products, alcohol, or drugs, is not permitted.
- Any artwork or logo deemed inappropriate by any staff member shall not be worn.
- ***Numbers, logos, and/or artwork may not be covered by tape.***

CONSEQUENCES

1st Violation: Clothing: Student will call parent/guardian to bring appropriate clothing or go home to change. Headwear: Headwear will be confiscated and may be picked up by parent/guardian only.

2nd Violation: The student shall be sent home for the day.

3rd Violation: Suspension (1 - 3 days). The student will be placed on a behavioral contract for continued defiance of school rules.

Habitual violations may result in possible alternative educational placement and/or implementation of the expulsion process from the Bellflower Unified School District.

The district dress code policy is on file in the school office.

***CAMPUS**: The school campus is defined to include the entire parking lot area and the sidewalk areas both in front and back of the school.

Please note: Students are not allowed to congregate in the parking lot, across Laurel Street, or at the Kiwanis Hall.

Working together with our staff, parents, and community, we are committed to ensuring that all students achieve their full academic potential by participating in rigorous instruction that teaches the California Standards.

Physical Education at the ILC plays a pivotal role in the lives of students. Our PE specialist provides exciting activities in grades TK-6 that are designed to build students' skill levels, stamina, and collaborative skills. PE release time is used for grade level teams to meet in Professional Learning Communities, participate in collaborative planning, and effectively prepare for classroom instruction.

In addition, our physical learning environment and school climate are student centered, safe and orderly. Our staff fosters attitudes and behaviors that are respectful and supportive from all students. Positive Behavior Interventions and Supports (PBIS) establishes a caring learning environment where all students meet common behavioral expectations and are rewarded for making good choices.

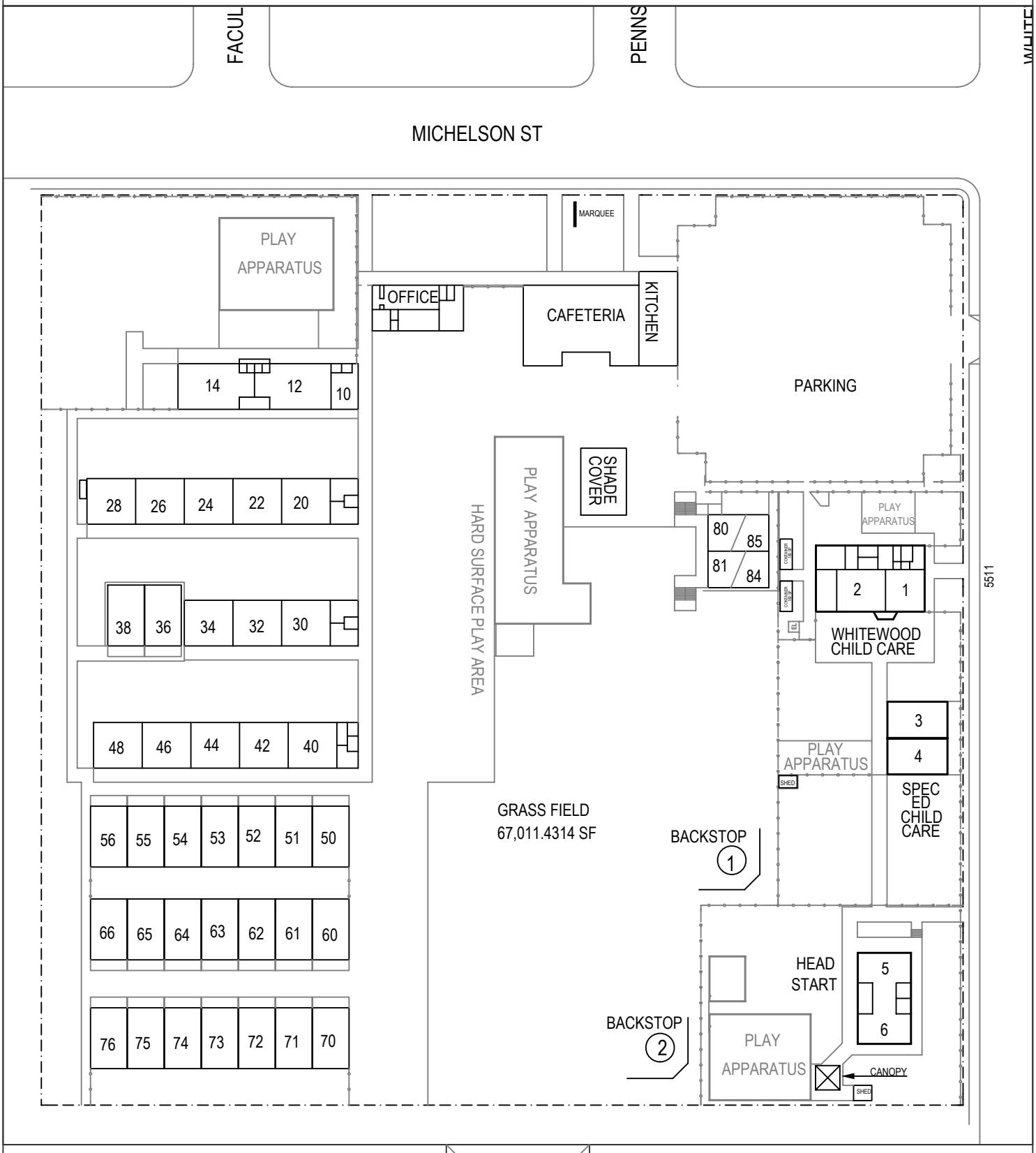
The staff acknowledges that a home/school connection is essential to our students' success. Parents and community members are involved in a broad range of activities and our well-organized and dedicated PTA is very active.

Intensive Learning Center's mission is to teach an innovative and high quality educational program in a safe and supportive environment. We encourage students to think critically to build knowledge, deepen understanding, and develop academic skills for continuing education and future success. With a commitment to integrity, quality, and accountability, our school community provides inclusive, interactive learning experiences to empower all students to meet their full social-emotional and academic potential.

A coordinated effort between the community and the school provides a safe and nurturing environment for all students. Parents are leaders in decision-making in the PTA, on the School Site Council, on the English Learner Advisory Committee, and as parent volunteers. In order to build public confidence, a school website, online calendar, classroom websites and teacher emails facilitate timely communication and assist parents in obtaining updated information. These communication methods, as well as special bulletins, flyers, and other forms of written communication elicit active participation and support for school programs.

BELLFLOWER UNIFIED SCHOOL DISTRICT
16703 S. CLARK AVENUE
BELLFLOWER CA 90706

BASIC SITE DIAGRAM



Intensive Learning Center
Elementary School
4718 E Michelson Street
Lakewood CA 90712

ILC Think Drills

September 26- Fire Drill
October 17- Earthquake Drill
November 14- Fire Drill
December 5- Lockdown Drill
January 16- Fire Drill
February 20- Earthquake Drill
March 20- Lockdown Drill
April 17- Fire Drill
May 15- Fire Drill

Memorandum

Bellflower Unified School District

DATE: AUGUST 2024

TO: TEACHERS

RE: EDUCATION CODE SECTION 49079 – NOTIFICATION TO TEACHER OF PUPILS WHOSE ACTIONS ARE GROUNDS FOR SUSPENSION OR EXPULSION

Annually you are required to notify teachers of pupils who have engaged in, or is reasonably suspected to have engaged in, any acts in E.C. 48900 (except subdivision (h) or in Section 48900.2, 48900.3, 48900.4 or 48900.7).

California Education Code Section 49079 states:

(a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h) *(possessed/used tobacco),* of Section 48900 or in Section 48900.2, 48900.3, 48900.4, 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.

(b) A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.

(c) An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision (a) is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars ($1,000), or both.

(d) For the 1994-95 school year, the information provided shall be from the previous two years. For the 1996-97 school year and each school year thereafter, the information provided shall be from the previous three school years.

(e) Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

To be in compliance, inform your teachers of the following and send a memo to staff providing them with the pertinent information (a sample is attached).

1. Ensure teachers know how to locate information in Aeries that indicates a student has been suspended for acts pursuant to any subdivisions except as specified by Ed Code 49079. To meet these requirements, attach the Aeries information to your memorandum.
2. Inform teachers that Aeries lists all students who have been suspended or expelled for the previous three years and is updated daily.
3. Also inform teachers that they may request to review the student's records and remind them that these documents are confidential.
4. Attach California Education Code Section 48900 to your memorandum.

5. Reference in your memorandum E.C. 48900 (r) on Bullying and E.C. Section 48900.5 on Limitations on Imposing Suspensions. (See sections referenced below.)

Submit a copy of your memo to the Office of Instruction & Student Support services once you have shared this information with your staff. **Distribute your memorandum to teachers by August 15, 2024**

Sections to reference in your memo:

California Education Code Section 48900

EC 48900 (r) - Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

(1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

(A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.

(B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.

(C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.

(D) Causing a reasonable pupil to experience substantial interference with is or her ability to participate in or benefit from the services, activities, or privileges provide by a school.

(2)(A) "Electronic act" means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

(i) A message, text, sound, video, or image.

(ii) A post on a social network internet website, including, but not limited to:

(I) Posting to or creating a burn page. "Burn page" means an Internet website created for the purpose of having one or more of the effects listed in paragraph (1).

(II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonable believe, or has reasonably believed that the pupil was or is the pupil who was impersonated.

(III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeliness or attributes of an actual pupil other than the pupil who created the false profile.

(iii) (I) An act of cyber sexual bullying.

(II) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described in this sub clause, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(III) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the internet.

EC 48900.5- Limitations on imposing suspension

(a) Suspension, including supervised suspension as described in Section 48911.1, shall be imposed only when other means of correction fail to bring about proper conduct. A school district may document the other means of correction used and place that documentation in the pupil’s record, which may be accessed pursuant to Section 49069.7. However, a pupil, including an individual with exceptional needs, as defined in Section 56026, may be suspended, subject to Section 1415 of Title 20 of the United States Code, for any of the reasons enumerated in Section 48900 upon a first offense, if the principal or superintendent of schools determines that the pupil violated subdivision (a), (b), (c), (d), or (e) of Section 48900 or that the pupil’s presence causes a danger to persons.

(b) Other means of correction include, but are not limited to, the following:

(1) A conference between school personnel, the pupil’s parent or guardian, and the pupil.

(2) Referrals to the school counselor, psychologist, social worker, child welfare attendance personnel, or other school support service personnel for case management and counseling.

(3) Study teams, guidance teams, resource panel teams, or other intervention-related teams that assess the behavior, and develop and implement individualized plans to address the behavior in partnership with the pupil and the pupil’s parents.

(4) Referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program, or a plan adopted pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794(a)).

(5) Enrollment in a program for teaching prosocial behavior or anger management.

(6) Participation in a restorative justice program.

(7) A positive behavior support approach with tiered interventions that occur during the school day on campus.

(8) After school programs that address specific behavioral issues or expose pupils to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups.

(9) Any of the alternatives described in Section 48900.6.

AERIES STUDENT INFORMATION SYSTEM

The assertive discipline in Aeries allows for teachers to identify pupils whose actions were grounds for suspension or expulsion as follows:

1. The Safe Schools Act or **SSA Date** field display is located in the upper right corner of the discipline screen. This field will show the date of a student's most recent infraction of the Safe Schools Act. This date is automatically populated when selecting a code that is tagged in the Updated Suspendable Offense Codes in the Update **SSA Date** field.



2. According to California Education Code Section 49079, a student's teachers must be notified for a period of three years from the last infraction that the student violated the Safe Schools Act. To be in compliance with Education Code Section 49079, the **SSA Date** will disappear after three years. The online attendance roster lists all students who have been suspended or expelled for the previous three years. This information is updated daily.

The letters **SSA** will appear next to the student's name on the **online attendance roster** indicating the student has been suspended for acts pursuant to any of the subdivisions except as specified in Education Code 49079. Teachers may click on **SSA** and a bubble with the most recent suspension/expulsion violation will appear. Teachers may request information maintained by the school regarding the pupil's assertive discipline record e.g., suspendable infractions, Education Code sections, etc.



3. All documents regarding student suspensions/expulsions are confidential. Education Code 49079 (e) states: "Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher."

MEMORANDUM

Intensive Learning Center

Evelyne Almada

DATE: AUGUST 2024

TO: TEACHERS

RE: EDUCATION CODE SECTION 49079 – NOTIFICATION TO TEACHER OF PUPILS WHOSE ACTIONS ARE GROUNDS FOR SUSPENSION OR EXPULSION

Education Code 49079 requires that school districts inform teachers of students who have been suspended and/or expelled for any subdivision of 48900 except (h) (possessed/used tobacco). This Ed Code section requires districts to provide suspension/expulsion information to teachers throughout the school year and for the previous three school years. Teachers may have access to any suspension/expulsion records maintained in the school's regular course of business. Request for information maintained by the school regarding the pupil's assertive discipline record may be made by contacting, **Evelyne Almada**.

All documents regarding student suspensions/expulsions are confidential in accordance with Education Code 49079 (e), "Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher."

In short, the online attendance will include the letters **SSA** next to the student's name indicating the student has been suspended for acts pursuant to any of the subdivisions except specified in Education Code. Teachers may click on **SSA** and a bubble with the most recent suspension/expulsion violation will appear. This information is updated daily and will disappear after three years. To locate a list of students whose actions were grounds for suspension or expulsion see the attached Aeries information.

Please see the attached education code and referenced sections below for additional information regarding suspendable offenses.

E.C. 48900 (r) on Bullying

EC 48900 (r) - Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
(1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

(A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.

(B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.

(C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.

(D) Causing a reasonable pupil to experience substantial interference with is or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

(2)(A) “Electronic act” means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager.

(i) A message, text, sound, image.

(ii) A post on a social network Internet website, including, but not limited to:

I. Posting to or creating a burn page. “Burn page” means an Internet website created for the purpose of having one or more of the effects listed in paragraph (1).

II. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonable believe, or has reasonably believed that the pupil was or is the pupil who was impersonated.

III. Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). “False profile” means a profile of a fictitious pupil or a profile using the likeliness or attributes of an actual pupil other than the pupil who created the false profile.

(iii) An act of cyber sexual bullying.

I. For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described in this sub clause, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

II. For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

EC 48900.5- *Limitations on imposing suspension*

Suspension, including supervised suspension as described in Section 48911.1, shall be imposed only when other means of correction fail to bring about proper conduct. A school district may document the other means of correction used and place that documentation in the pupil’s record, which may be accessed pursuant to Section 49069. However, a pupil, including an individual with exceptional needs, as defined in Section 56026, may be suspended, subject to Section 1415 of Title 20 of the United States Code, for any of the reasons enumerated in Section 48900 upon a first offense, if the principal or superintendent of schools determines that the pupil violated subdivision (a), (b), (c), (d), or (e) of Section 48900 or that the pupil's presence causes a danger to persons or property or threatens to disrupt the instructional process.

(b) Other means of correction include, but are not limited to, the following:

(1) A conference between personnel, the pupil’s parent or guardian, and the pupil.

(2) Referrals to the school counselor, psychologist, social worker, child welfare attendance personnel, or other school support service personnel for case management and counseling.

(3) Study teams, guidance teams, resource panel teams, or other intervention-related teams that assess the behavior, and develop and implement individualized plans to address the behavior in partnership with the pupil and his or her parents.

(4) Referral for a comprehensive psychosocial or psycho-educational assessment, including for purposes of creating an individualized education program, or a plan adopted pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794 (a)).
(5) Enrollment in a program for teaching prosocial behavior or anger management.
(6) Participation in a restorative justice program.
(7) A positive behavior support approach with tiered interventions that occur during the school day on campus.
(8) After-school programs that address specific behavioral issues or expose pupils to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups.
(9) Any of the alternatives described in Section 48900.6.

Los Angeles County Sheriff's Department
Lakewood Station
School Response Plan
Intensive Learning Center

Overview

The Intensive Learning Center is located in the city of Lakewood in the city of Lakewood, but is part of the Bellflower Unified School District. The Intensive Learning Center provides instructions for approximately 700 students who attend grades Preschool - 6th. During school hours there are also approximately 100 adult staff on campus.

Location

The Intensive Learning Center
4718 Michelson Street
Lakewood, CA 90712
(north of Candlewood Av., west of Clark Av.)

Phone:	(562) 804-6513
Prinicipal's Line:	(562) 804-6513
Fax:	(562) 633-3957

School Staff

Principal:	Evelyne Almada
Office:	(562) 804-6513
Mobile:	(562) 544-4847
Assistant Principal:	Nancy Rojas
Business:	(562)804-6513
Mobile:	(562) 704-8694
Maintenance :	M. Mondragon, Lead
Direct Phone Line:	Custodian (562) 804-6513
Mobile:	(562) 980-6761

Site Description

The Intensive Learning Center occupies a 14 acre parcel. There are eleven single story and one two-story buildings, most of which house multiple classrooms. All of the buildings are constructed of masonry block, brick and stucco type materials. The doors are steel type fire doors and are mounted in steel frames in most locations. Most of the doors on the classrooms open outward. There are no crawl spaces or basement areas. There is a fire access KNOX box with a master key to the facility located near the front entrance to the school. A key cabinet with facility keys is also kept in the front office.

The buildings are primarily located on the north and west sides of the property and are constructed primarily of masonry block and poured concrete. There are no basements. The school's administration building is located on the south side of the campus at the front entrance of the property. This building houses staff offices and a faculty lounge. The school has a large cafeteria/ auditorium which has a 456 person capacity.

The southeast portion of the campus contains an athletic field and playground area. Baseball, softball and soccer fields are in the center. There is no roof access to the facility buildings.

Fencing
The front of the campus and portions of the north and south sides are enclosed iron fencing. The remainder of the campus is enclosed by chain link fencing.

Adjoining Border
North: Michelson Street and Residential, Single Family Homes
South: Camerino Street and Residential, Single Family Homes
West: Whitewood Avenue and Residential, Single Family Homes
East: Graywood Avenue and Residential, Single Family Homes

Vehicle Entrance and Exit Points
The Intensive Learning Center has one parking lot for staff and persons with school business. The parking lot is available off Michelson Street. Other nearby streets are also commonly used for parking.

Communication Equipment

Telephone
The control point is located in the school office. All incoming and outgoing calls are routed through the school office. The school also used a closed loop cellular phone system. The principal, office staff, and custodial staff have access to these devices.

Intercom:
The school maintains an internal intercom system in the main office. It is capable of contacting every room that may have students in it. It is also capable of contacting every room at the same time via an emergency button. In case of an emergency, all classrooms can be contacted simultaneously by pushing a single button on the top left of the intercom console.

Portable Radios:
The school also maintains a two-way radio reserved for access to BUSD. The Principal and the office maintain twelve two-way radios.

Computer:
Computers in the administration building and chrome books in all classrooms have internet access via wire less network.

Operations Schedule

School Schedule
Regular School- August 2024 thru June 2025
Winter Break- December 23, 2024 thru January 3, 2025

Los Angeles County Sheriff's Department
Lakewood Station
School Response Plan
Intensive Learning Center

Spring Break-April 14, 2025, thru April 18, 2025

YMCA
Program serves approximately 40 students in rooms 80 and cafeteria in the morning hours from 6:30 a.m. until school begins at 8:00 a.m. and after school until 6:00 p.m. Students in this program also use the lunch bench area and the playground area.

THINK Together
Program serves approximately 200 students in rooms 60, 51, 70, 72, 76, 80, 85, and 36 after school hours from 2:30 p.m. to 5:00 p.m. Students in this program also use the lunch bench area and the playground area.

Student Population
The student population is approximately 700. Students attending The Intensive Learning Center vary from 4 to 12 years of age and attend grades Preschool through 6th grade.

Utilities

Electrical System
The main electric service panel is located on the west side of room 28. There is a main shut off between the 50 and 60 wing. Electric sub-panels are located inside individual room. The electrical panels are marked.

Water Supply
The main water control valves located in the front of the school on the north side of the property. Secondary water control valves are located near the end of each unit or building. The boiler room is located on the south side of the cafeteria building.

Natural Gas Supply
The main natural gas control valve is on the east side of the school, south of Michelson Street. There are no other gas valves.

Fire Alarms
The fire alarm shut off is located in the administration building and is clearly marked.

The bell control system and the secondary fire alarm control is located in the main office next to the nurse's office.

Emergency Supply Storage

First aid and emergency supplies to assist students and faculty for 5-7 days are located in a large metal storage container situated at the south side of room 81 near the playground. Keys for this container are held by the custodian and in the key cabinet in the school office. Food items may be found in the school cafeteria.

Los Angeles County Sheriff's Department
Lakewood Station
School Response Plan
Intensive Learning Center

Lakewood Sheriff's Station
5130 Clark Avenue
Lakewood, CA 90712
(562) 623-3500

Mayfair Park
5720 Clark Ave
Lakewood, CA 90712
(562) 866-4776

Containment Positions
Michelson Street and Whitewood Street
Graywood Avenue and Michelson Street
Graywood Avenue and Camerino Street
Whitewood Street and Camerino Street
Clark Avenue and Michelson Street

Traffic Control Plan

Primary
Graywood Avenue at South Street
Clark Avenue at South Street
Sunfield Avenue at South Street
Graywood Avenue at Candlewood Street
Lakewood Blvd at Michelson Street
Clark Avenue at Michelson Street

Student Evacuation Plan
School developed and executed.

On-Site Evacuations
Evacuate students from their classrooms to the athletic field located on the south-center area of the campus.

The school's cafeteria/auditorium at north center area can also be utilized.

Off-Site Evacuations
Mayfair Park
5720 Clark Ave
Lakewood, CA 90712
(562) 866-4776

Los Angeles County Sheriff's Department
Lakewood Station
School Response Plan
Intensive Learning Center

This park is about ¼ mile walk eastbound Michelson Street. There is trained staff at the site to assist with students and the Burns Community Center has a daycare facility. There is excellent short term shelter. The facility offers the following advantages: restrooms, phones, large area for emergency vehicles, and separate rooms for sequestering traumatized individuals.

Lakewood Center Mall
Lakewood Center is a super-regional shopping mall in Lakewood, California and the oldest fully enclosed shopping mall in the United States, having first opened to the public in 1951. It is anchored by Bed Bath & Beyond, Costco, JCPenney, Macy's (formerly Robinsons-May), Forever 21, and Target.
500 Lakewood Center Mall Lakewood, CA 90712.

Student Transportation Plan

Primary: Bellflower Unified School District buses are available for transportation. Resources requested from BUSD (562) 804-6503.

Alternate:
Lakewood "Dash" buses may be utilized and diverted in the event of a major emergency. These buses seat an average of 15 persons. The buses are radio dispatched and stored at the Lakewood City Maintenance Yard. There are a total of 9 vehicles in the fleet.

Student Release Plan
If an onsite evacuation occurs, the primary location for reuniting parents and staff with their families would be at the front gate, between the principal's office and the north parking lot. The Sheriff's Department will assist the school if needed to organize the releasing of students.

In the event of an off site evacuation, a student list will be kept by a school official. School officials will maintain control over the care and release of the students. The school has an emergency plan in place for releasing students in the case of an emergency.

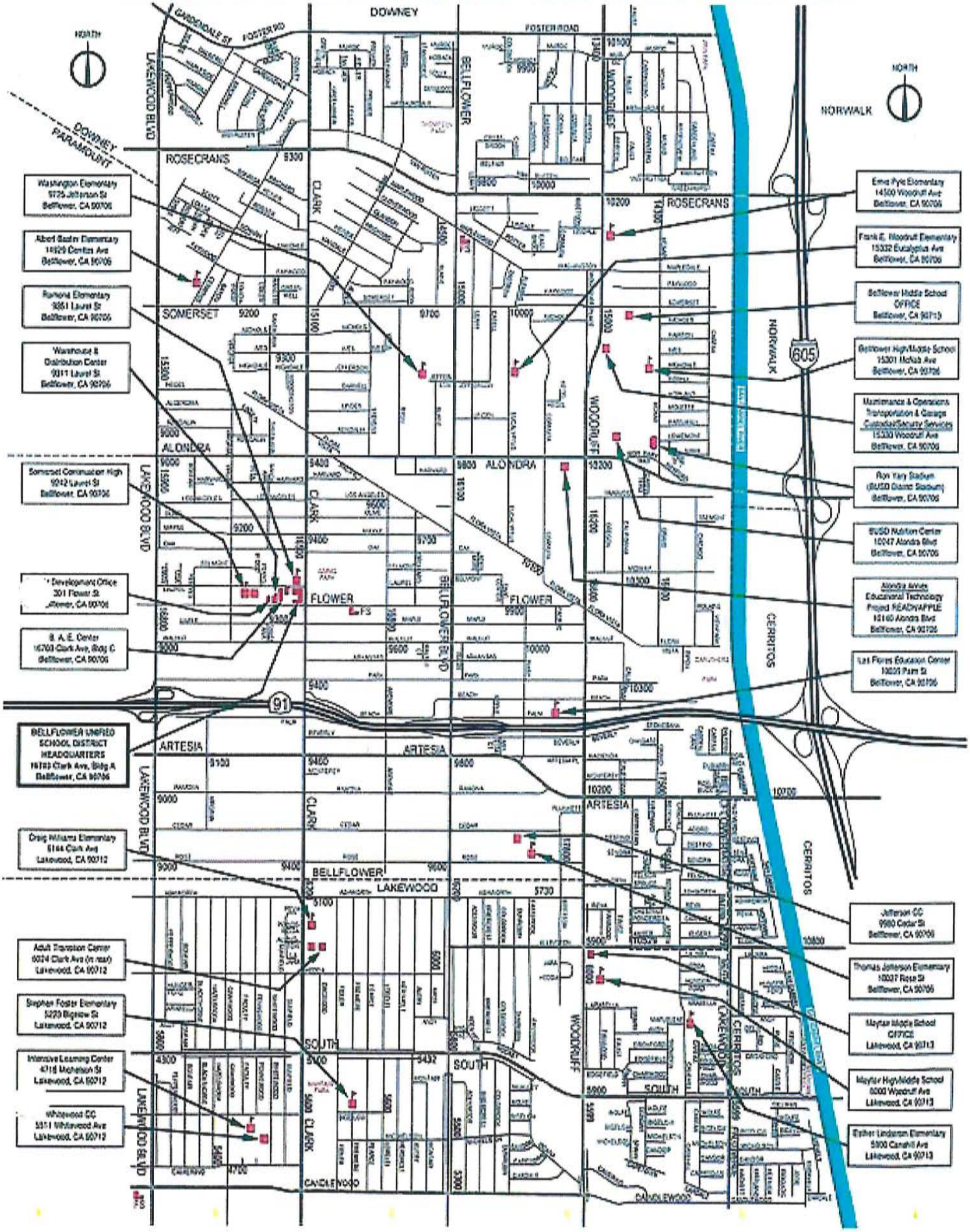
Safety Plan Appendices

Emergency Contact Numbers

Utilities, Responders and Communication Resources

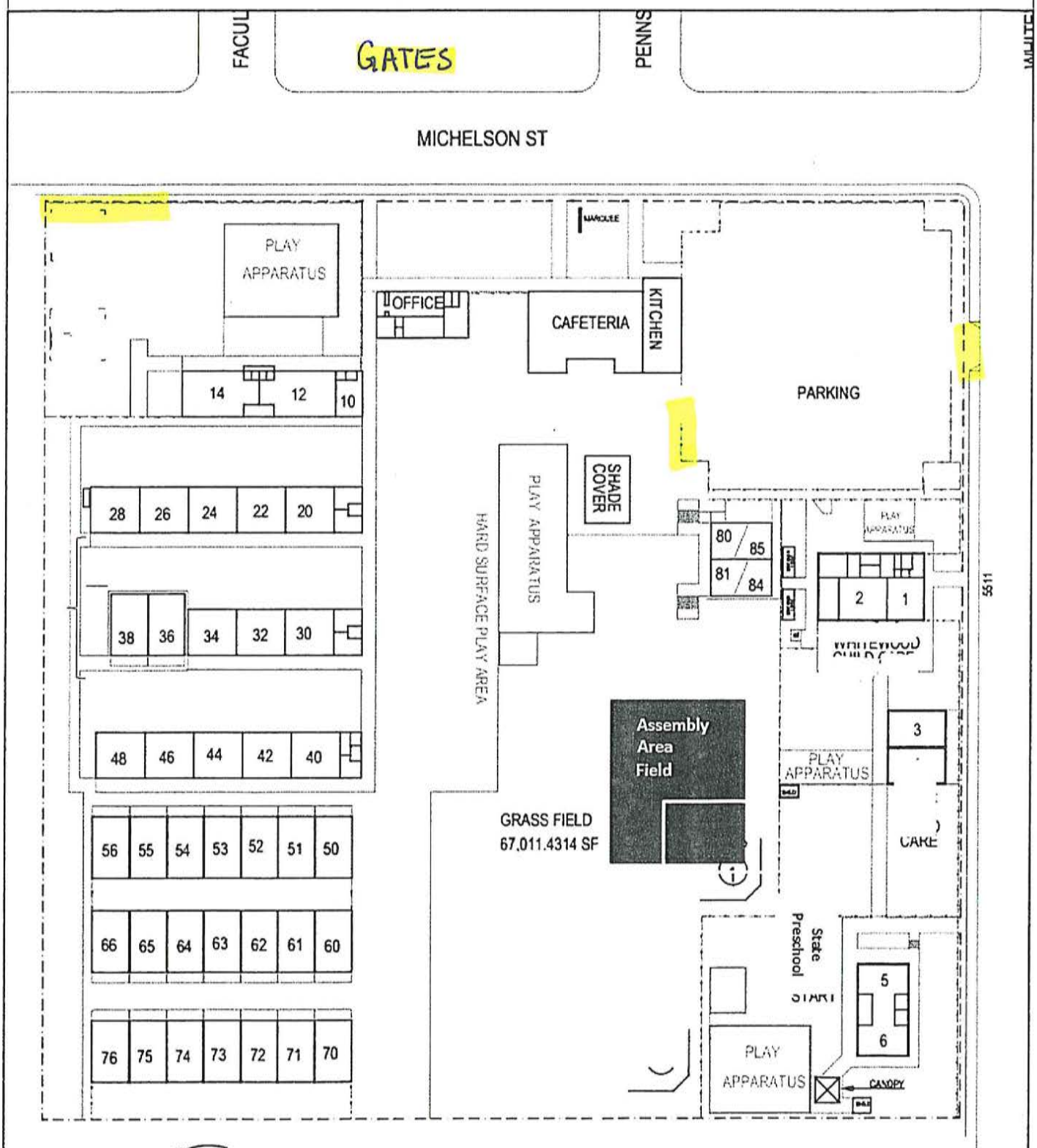
Type	Vendor	Number	Comments
School District	Principal, Evelyne Almada	(562) 544-4847 Cell	Contact #1
School District	Assistant Principal, Nancy Rojas	(562) 704-8694 Cell	Contact #2
School District	Custodial Security Manager Kevin Mays	(562) 714-8823 Cell	Contact #3
School District	Director of Maintenance, Patrick Turner	(562) 446-7236 Cell	Contact #4
School District	District Superintendent Lisa Azevedo	(714) 713-5411 Cell	Contact #5
School District	Mayfair HS Plant Manager, Kenny John	(562) 884-9801 Cell	Contact #6
School District	District Superintendent Lisa Azevedo	(562) 866-9011 Office	Contact #7
Law Enforcement/Fire/Paramedic	Bellflower Sub Station	(562) 925-0124	
Law Enforcement/Fire/Paramedic	Lakewood Sheriff	(562) 623-3500	
Law Enforcement/Fire/Paramedic	LA County Fire Department	(310) 638-6121	
Public Utilities	Edison	(800) 611-1911	
Public Utilities	Gas Company	(800) 427-2200	
City Services	Water Services and Resources	(800) 999-4033	
Public Utilities	SEAACA	(562) 803-3301	
Other			

BELLFLOWER UNIFIED SCHOOL DISTRICT



Intensive Learning Center

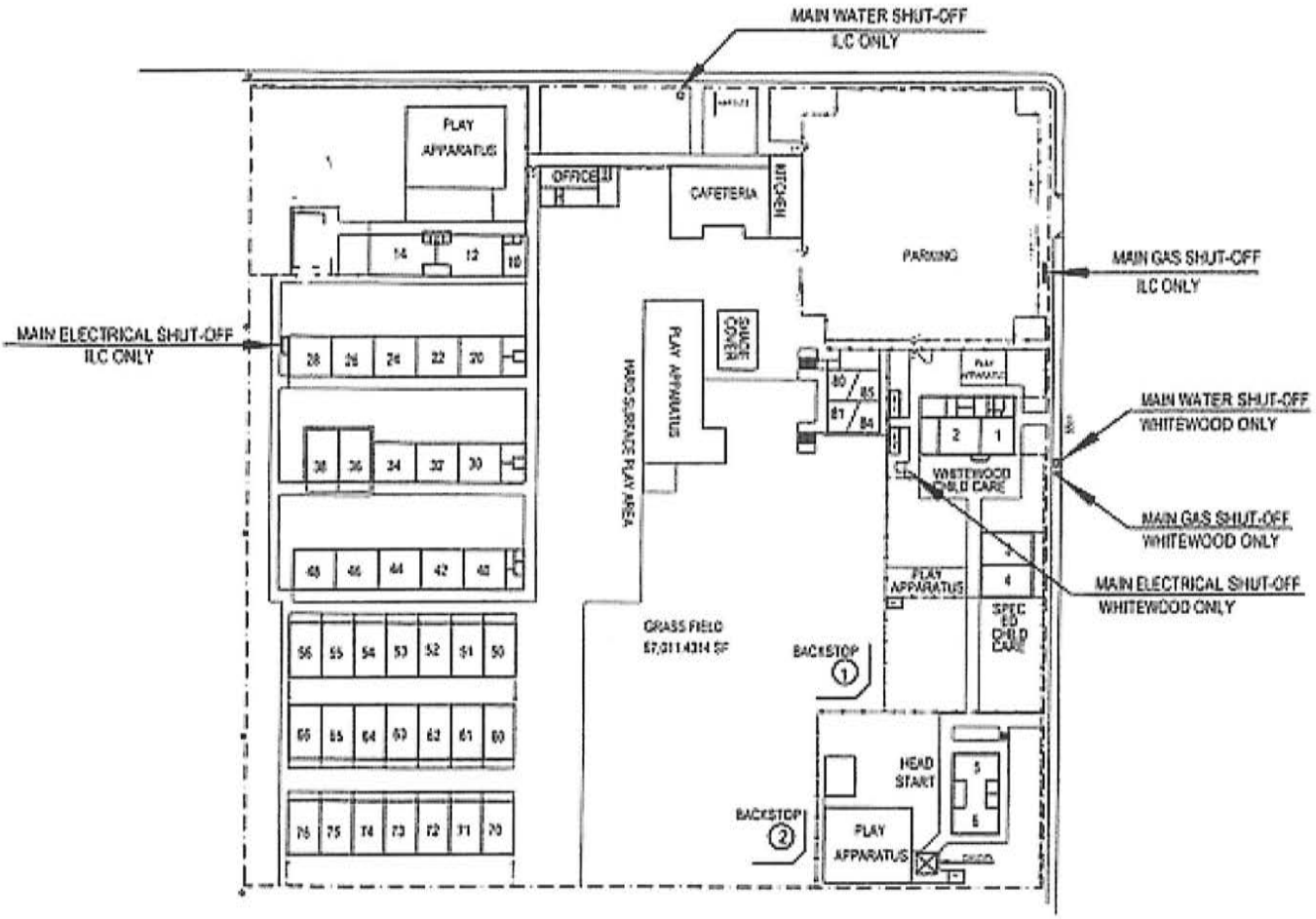
BELLFLOWER CA 90706



Intensive Learning Center
Elementary School
4718 E Michelson Street
Lakewood CA 90712

BELLFLOWER UNIFIED SCHOOL DISTRICT
16703 S. CLARK AVENUE
BELLFLOWER CA 90706

BASIC SITE DIAGRAM



N
W
E
S

UTILITY SHUT-OFFS



Intensive Learning Center



Whitewood Headstart

California LEGISLATIVE INFORMATION

Code: Select Code ▾ Section: Search

Up^ Add To My Favorites

EDUCATION CODE - EDC

TITLE 1 GENERAL EDUCATION CODE PROVISIONS [1. - 32500] *(Title 1 enacted by Stats. 1976, Ch. 1010.)*

DIVISION 1 GENERAL EDUCATION CODE PROVISIONS [1. - 32500] *(Division 1 enacted by Stats. 1976, Ch. 1010.)*

PART 19. MISCELLANEOUS [32001 - 32454] *(Part 19 enacted by Stats. 1976, Ch. 1010.)*

CHAPTER 1. School Safety—Public and Private Institutions [32001 - 32081] *(Chapter 1 enacted by Stats. 1976, Ch. 1010.)*

ARTICLE 2. Gates to School Grounds [32020- 32020.] *(Article 2 enacted by Stats. 1976, Ch. 1010.)*

32020. The governing board of every school district, and the governing authority of every private school, which maintains any building used for the instruction or housing of school pupils on land entirely enclosed (except for building walls) by fences or walls, shall, through cooperation with the local law enforcement and fire protection agencies having jurisdiction of the area, make provision for the erection of gates in such fences or walls. The gates shall be of sufficient size to permit the entrance of the ambulances, police equipment, and firefighting apparatus, used by the law enforcement and fire protection agencies. There shall be no less than one such access gate and there shall be as many such gates as needed to assure access to all major building and grounds areas. If such gates are to be equipped with locks, the locking devices shall be designed to permit ready entrance by the use of the chain or bolt cutting devices with which the local law enforcement and fire protection agencies may be equipped.

(Amended by Stats. 1981, Ch. 470, Sec. 28.)

Intensive Learning Center
Organizational Chart 2024-2025

Principal: Evelyne Almada
Assistant Principal: Nancy Rojas
Counselor: Vacant
Secretary:Gabriela Garibaldi
Clerk: Michelle Mera

GRADE	TEACHER	ROOM #	Notes
TK (Dual)	Irma Medina	40	
TK (Dual)	Patricia Soto	50	
Kinder (Dual)	Maria Alvear	22	
Kinder (Dual)	Gloria Fernandez	26	
Kinder (Dual)	Laura Estrada	28	
Kinder (Dual)	Edaena Negrete	24	
Kinder (SDC)	Wendy Zurita	12	
Kinder (SDC)	Joshua Pardon	14	
First	Taliana Zengler	48	
First (Dual)	Janet Luya	34	
First (Dual)	Mayra Jimenez	30	
First (Dual)	Marisa Santana	32	
First (Dual)	Patricia Zaldivar	55	
Second	Suzanne Makisi	44	
Second (Dual)	Maria Rivera	52	

Second (Dual)	Patricia Pinto	42	
Second (Dual)	Miriam Mendez	54	
Third	Jackie Kimmell	46	
Third (Dual)	Desiree Ruvalcaba	56	
Third (Dual)	Deisy Espinoza	53	
Fourth	Kristianna Gastelum	73	
Fourth (Dual)	Alexandra Mayorga	75	
Fourth (Dual)	Jiwon (Gaby) Yoo	65	
Fifth	Kathleen Johnson	64	
Fifth (Dual)	Nancy Alcocer	74	
Fifth (Dual)	Erika Reveles	63	
Sixth	Colin Davis	61	
Sixth	Julie Rivera	71	
Sixth (Dual)	Claudio Ribas	66	
P.E.	Joseph Webber	62	
WHITEWOOD AND STATE PRESCHOOL			
POSITION	**STAFF**	**ROOM #**	**Ext.**
Preschool SDC AM	Claudia Arana	WW 1	7601
Preschool SDC AM	Yesenia Benitez Sotelo	WW 2	7602
Preschool SDC PM	Socorro Acosta	WW 2	7602
Preschool SDC AM	VACANT	WW 3	7603
Preschool SDC PM	Isabel Garcia	WW 3	7603
Preschool SDC AM	Marissa Gruenwald	WW 4	7604

Preschool SDC PM	VACANT	WW 4	7604
State Preschool DL	Karina Delgado Velasco	5	7605
State Preschool Inclusion	Rebecca Sanchez	6	7606

TK-6: 22 DUAL, 7 Traditional, 1 P.E. & 2 SDC = 30 WW & State: 7

SUPPORT STAFF			
POSITION	**STAFF**	**ROOM #**	**Ext.**
Psychologist	Madalyn Jackson-Sulliven	85	7085
Psychologist Pre K	Ashley Ortiz	84	7086
RSP	Jacqueline Torres	70	
RSP/PEEP	Rebecca Garibyan	84	7084
Speech, ILC	Rosa Urquiaga	85	7087
SLPA	Maria Pacheco	85	7087
SLPA	Rebecca Lozano	Speech A	7607
Speech, WW	Torcia Lee	WW/B	7608
TOSA Intervention Teacher	Sylvia Talamantes	72	
Intervention Teacher	Denise Herrera	72	
Library Media Asst.	Alexandria Betton	Library 20	7020 8:30-12:00
Health Assistants	Amanda C. Gomez (AM) Silky Garcia (PM)	Health Office	7005
Case Manager	Zaida Lucero	81	7081
Instructional Aide-TK	Priscila Constantino	40	8:30-11:30

Instructional Aide	Blanca Perez	Kinder	8:15-11:15
Instructional Aide-Bilingual	VACANT	Gr 1	8:15-11:15
Instructional Aide - Bilingual	Jannely Ruan (Nelly)	Gr 2	8:15-11:15
Instructional Aide-TK-PM	VACANT	40	11:30 - 2:30
Instructional Aide-TK-AM	Evelyn Gonzalez	50	8:30 - 11:30
Instructional Aide-TK-PM	Nadeen Martinez	50	11:30 - 2:30
Instructional Aide	Vanessa Gonzalez	RSP/PEEP	
Instructional Aide-BA	Nikki Lopez	Gen Ed	
Instructional Aide-sp	VACANT	14	
Instructional Aide-sp	Crystal Adkinson	14	
Instructional Aide-sp	VACANT	14	
Instructional Aide-sp	Nadine Garcia	12	
Instructional Aide-sp	Candy Rodriguez	WW2	
Instructional Aide-sp	VACANT	WW1(Nest)	
Instructional Aide-sp	Erika Vela	12/WW3	
Instructional Aide-sp	Lakesia Turner	WW2/WW3	
Instructional Aide-sp	Vacant	WW4/14	
Instructional Aide-sp	Vacant	WW4	
Instructional Aide	Maria Moreno/Reyna Perez	State Preschool/5 AM	

Instructional Aide	Brenda Lopez/Stephanie Garcia	State Preschool/5 PM	
Instructional Aide	Suzanne Vucci/Adela Garcia sp	State Preschool/6 AM	
Instructional Aide	Ashley Montalbo/Jacqueline Velasquez/ Edith Lopez sp	State Preschool/6 PM	
Instructional Aide, P.E	Jose Verayo	P.E./62	
Instructional Aide, P.E	Angie Gonzalez	P.E./62	
Night Custodian	Steve Padios		
Day Custodian	Vinh Huynh		
LeadCustodian	VACANT		
Cafeteria	Kara Van Sickle	Cafeteria	7090
Cafeteria	Yolada Lopez	Cafeteria	
Cafeteria	Cheryl Johnson	Cafeteria	

Expanded Learning Programs			
POSITION	**STAFF**	**ROOM #**	**Notes**
Site Coordinator-THINK	VACANT	60	
PL-THINK	Alondra Cortes/Alexia Garcia	51	TK/K
PL-THINK	Giselle Del Real	72	1
PL-THINK	Christina Regalado	60	2
PL-THINK	Alejandra Torres	70	3
PL-THINK	Rocio Morales	85	4
PL-THINK	Esmeralda Carillo	76	5

PL-THINK			
Site Coordinator YMCA	Adriana Mendoza	81	
YMCA			
YMCA & Playground Partners	Leslie		
YMCA Playground Partners	Armando		
SSA-THINK	Vacant	7:30-8:30 9:45- 10:50 11:00-1:00	
SSA-THINK		9:45-10:50 11:00-1:00	
SSA-THINK	Michelle Cisneros	11:00-1:00	
SSA-THINK	Andrea Barriga	7:30-8:30 11:00-1:00	
SSA-THINK	David Mireles	11:00-1:00	

BELLFLOWER UNIFIED SCHOOL DISTRICT Emergency Supply Inventory DATE _____

Intensive Learning Center	MINIMUM REQUIRED		INVENTORIED	COMMENTS / REMARKS
"AA" CELL BATTERIES	24	ea	24	
275 GALLON WATER CONTAINER	1	ea	1	
36" CROWBAR	3	ea	3	
5 OZ. CUPS FOR DRINKING	1000	ea	1000	
AM/FM RADIO W/ "9" VOLT BATTERIES	2	ea	2	
BLEACH FOR WATER BARRELS - 1 GALL. BTL	1	btls	1	
BOLT CUTTERS	1	ea	1	
BUCKETS FOR HALING WASTE	2	ea	2	
BULLHORN	1	ea	2	
CANDLES BAG/20	1	pkg	0	
CANDLES FOR LANTERN (ROUND)	20	ea	0	
CASUALTY BAGS	2	1	2	
"D" CELL BATTERIES	24	ea	24	
DUCT TAPE - ROLLS	2	ea	2	
EMERGENCY FOOD CASE	Food items to be provided by the kitchen manager			
EMERGENCY LANTERNS - BOX OF 2	1	box	2	
EXPANDABLE WATER JUGS (EMPTY)	5	ea	6	
EXTENSION CORDS	2	ea	3	
FATALITY BAGS	4	ea	2	
FIRE PICK AXE	3	ea	3	
FIRST AID KIT CLX-100-V-DELUXE	9	ea	9	
FLASHLIGHTS "D" CELL	12	ea	12	
FLEX STRETCHER			1	
FOLDING HURRICANE LANTERN	2	ea	2	
FOLDING SHOVEL	2	ea	2	
GAS CAN - EMPTY	1	ea	0	
GAS SHUT OFF WRENCH	1	ea	1	
GENERATOR	1	ea	1	
HALOGEN LIGHT BULBS FOR PORTABLE LIGHTS	2	ea	0	
HARD HATS	8	ea	7	
LANTERN FLASHLIGHT W/ BATTERY	1	ea	1	

BELLFLOWER UNIFIED SCHOOL DISTRICT Emergency Supply Inventory DATE _____

Intensive Learning Center	MINIMUM REQUIRED		INVENTORIED	COMMENTS / REMARKS
LATEX GLOVES BOX/100	2	box	2	
MYLAR SPACE BLANKETS	750	ea	0	
ORANGE VESTS	20	ea	20	
ORANGE WASTE BAGS	20	ea	20	
PAPER BREATHING MASK BOX/100	1	box	1	
PAPER TOWELS	1	case	5 rolls	
PENS, PAPER, ETC.	X	x	x	
PORTABLE AM/FM RADIOS			1	
PORTABLE LIGHT UNIT W/ BULBS	2	ea	2	
PORTABLE TOILET BAGS BAGS/10	10	pkg	10	
PORTABLE TOILETS	2	ea	1	
PRIVACY SHELTERS	2	ea	1	
PRO CARE HAND CLEANER	6	btls	0	
RESCUE STRETCHER	1	ea	40	
ROPE 100 FEET	1	ea	1	
SAFETY GOGGLES	12	ea	6	
SCISSORS	4	ea	4	
SEARCH & RESCIE FIRT AID KIT (field)	10	ea	1	
SIPHON HOSES FOR WATER	4	ea	0	
STORAGE CONTAINER CONDITION:			0	
TARP 16X20	4	ea	2	
TEA LIGHT CANDLES 10/PACK			0	
TOILET DEODORANT BOX / 6	5	box	0	
TOILET PAPER	1	case	1	
TRIAGE TAGS	100	ea	100	
WATER PURIFICATION TABLETS	4	btls	0	
WEATHER PROOF MATCHES	6	box	6	
WORK GLOVES W/ LEATHER PALM	40	pr	0	
WRENCH FOR WATER BARRELS	1	ea		Do not need tool for barrel
YELLOW EMERGENCY BLANKETS	8	ea	12	

Intensive Learning Center	MINIMUM REQUIRED		INVENTORIED	COMMENTS / REMARKS
MEDICAL SUPPLIES/ HO	**MINIMUM REQUIRED**		**INVENTORIED**	**COMMENTS / REMARKS**
ADHESIVE-WATERPROOF				
BANDAGES Sheer ¾ " strips			300	
COMPRESS & BANDAGE 18 X 22 in			8	
COTTON			2000	
ISOPROPYL RUBBING ALCOHOL			2	
MEDICAL SCISSORS			3	
MULTI TRAMA DRESSING			2	
SAFETY PINS			1 bag	
SANITARY NAPKINS			50	
SPLINTS-ARM OR LEG			6	
STERILE PADS 3 in. x 4 in. 100/bx			3	
STRETCH ROLLS w/clips			8	
STERILE ROLL 6ply 4.5m x 147in.			3	
STERILE STRETCH GAUZE 1x4.1 in.			8	
STERILE GAUZE 2 in. x 360 in.			100	
TRIANGULAR BANDAGE			3	
TWEEZERS			4	
Search and Rescue Backpacks	4	ea	4	

FIRST AID SUPPLIES

COMP 3	QTY	DESCRIPTION	EXP DATE M / Y		
K206140	1	CLX-100-V-DELUXE, VERTICAL 3 SHELF CABINET			1
CONTAINS THE FOLLOWING ITEMS					0
R209030	1	CLX, 3 SHELF EMPTY CABINET			1
R234090	1	DOOR POUCH FOR CLX, 12 POCKETS			0
R212007	1	CERTI-LAN-CET-2/PKG			1
R210008	1	CERTI-STRIP, PLASTIC SKIN CLOSURE - 16/UNIT			1
R210009	1	CERTI-STRIP, PLASTIC X-LARGE - 6/UNIT			1
R211020	1	ABSORBENT COMPRESS, 32 SQ. IN.			1
R240037	1	ADHESIVE CERTI-TAPE - TRI-CUT			1
R221007	2	ALCOHOL WIPE-UPS - 100/BOX			2
C212006	1	AMMONIA INHALANT - EA.			1
R221031	0	ANTISEPTIC BZK SPRAY - 3 OZ.	7/26		4
C213038	1	ANTISEPTIC BZK TOWELETTES, EA.	7/26		10
C270071	2	BAG, 24" X 24" BIO-HAZARD, WHITE			2
R232131	1	CERTI-ACHE TABLETS, ANAGESIC - 50/2's/BOX			1
C233375	4	CERTI-BURN CREAM, 1GRAM - EA	7/26	1 pk-20	4
R233007	6	CERTI-BURN SPRAY, 3 OZ.	7/26		4
R231306	1	CERTI-GAUZE NON-STICK PAD 2" X 3" - 10/BOX			1
R231305	1	CERI-GAUZE NON-STICK PAD 3" X 4" - 10/BOX			1
R231209	1	CERI-GAUZE PAD 2" X 2" - 25/BOX			1
R231211	1	CERTI-GAUZE PAD 3" X 3" - 25/BOX			1
R220103	1	CERTI-STRIP, PLASTIC 1" X 3" - 100/BOX			1
R220014	1	CERTI-STRIP, PLASTIC JR. XL - 100/BOX			1
R220205	1	CERTI-STRIP, WOOVEN 1" X 3" - 100/BOX			1
R220220	1	CERTI-STRIP, WOOVEN KNUCKLE - 50/BOX			1
R220213	1	CERTI-STRIP, WOOVEN MED/LG FINGERTIP - 50/BOX			1
R216035	6	COLD PACK, CERTI-COOL JUNIOR			1
R224002	1	COTTON 1/4 OZ.			1
R224210	1	COTTON SWABS, 3" - 100/VIAL			1
R270026	1	CPRotector-2000 IN PLASTIC BAG			1
R228346	4	ELASTIC BANDAGE, COHESIVE, CERTI-RIP, TAN 2" X 5 YD			4
R229043	3	EYE WASH, CERTI-OSE, 4 OZ, W/EYE CUP	7/26		3
R235055	1	FINGER SPLINTS, WOOD - 6/PKG			1
R234010	1	FIRST AID FACTS BOOK I			1
R242014	1	FORCEPS, PLASTIC			0
R216074	3	GLOVES, LATEX, PAIR		2 boxes	2
C216025	2	HYDROCORTISONE CREAM 1-GRAM - EA	7/26		2
C213014	4	INSECT STING WIPE-UPS - EA.			0
R233096	1	PVP IODINE WIPE-UPS - 100/BOX	7/26		1
R237009	3	SCISSORS, METAL 4-1/2"			3
R231400	1	TRAUMA DRESSING, CERTI-STOPPER			1
R211037	2	TRIANGULAR BANDAGE IN PLASTIC BAG			3
R232056	1	TRI-BUFFERED ASPRIN TABLETS 50/2s/BOX	7/26		1
R233358	4	TRIPLE ANTIBIOTIC OINTMENT, CERI-SPORYN 1 GRAM 25/BC	7/26		4
R206132	1	X-R3, EYE PAD, CERTI-GAUZE ASSORTMENT			10

Timestamp	Email Address	Please select your priority below:
9/16/2024 21:07:31	ealmada@busd.k12.ca.u	Staff who can remain as long as needed (along with administrators). Persons in charg
9/17/2024 7:48:18	talianazengler@busd.k1	Staff who can remain as long as needed (along with administrators). Persons in charg
9/17/2024 7:48:39	alexandramayorga@bus	Staff who can remain as long as needed (along with administrators). Persons in charg
9/17/2024 8:06:09	nancyrojas@busd.k12.c	Staff who can remain as long as needed (along with administrators). Persons in charg
9/17/2024 9:27:58	patriciazaldivar@busd.k	Staff who can remain as long as needed (along with administrators). Persons in charg
9/17/2024 10:41:38	patriciapinto@busd.k12.	Staff who can remain as long as needed (along with administrators). Persons in charg
9/17/2024 16:43:33	mariaalvearsilva@busd.	Staff who can remain as long as needed (along with administrators). Persons in charg
9/18/2024 8:41:23	madalynjackson@busd.	Staff who can remain as long as needed (along with administrators). Persons in charg
9/17/2024 7:48:11	jiwonyoo@busd.k12.ca.u	Staff with critical circumstances and dependents (such as childcare, medical care, an
9/17/2024 7:48:29	gloriafernandez@busd.k	Staff with critical circumstances and dependents (such as childcare, medical care, an
9/17/2024 7:48:30	patriciasoto@busd.k12.u	Staff with critical circumstances and dependents (such as childcare, medical care, an
9/17/2024 7:48:35	cdavis@busd.k12.ca.us	Staff with critical circumstances and dependents (such as childcare, medical care, an
9/17/2024 7:48:38	irmamedina@busd.k12.u	Staff with critical circumstances and dependents (such as childcare, medical care, an
9/17/2024 7:48:57	desireeruvalcaba@busd	Staff with critical circumstances and dependents (such as childcare, medical care, an
9/17/2024 7:49:04	nancyalcocer@busd.k12	Staff with critical circumstances and dependents (such as childcare, medical care, an
9/17/2024 7:49:05	jpardon@busd.k12.ca.us	Staff with critical circumstances and dependents (such as childcare, medical care, an
9/17/2024 7:49:08	deisyespinoza@busd.k1	Staff with critical circumstances and dependents (such as childcare, medical care, an
9/17/2024 7:49:09	jtorres@busd.k12.ca.us	Staff with critical circumstances and dependents (such as childcare, medical care, an
9/17/2024 7:49:12	jluya@busd.k12.ca.us	Staff with critical circumstances and dependents (such as childcare, medical care, an

Timestamp	Email Address	Please select your priority below:
9/17/2024 7:49:14	claudioribas@busd.k12.	Staff with critical circumstances and dependents (such as childcare, medical care, an
9/17/2024 7:53:49	marisasantana@busd.k	Staff with critical circumstances and dependents (such as childcare, medical care, an
9/17/2024 9:27:43	mayrajimenez@busd.k1	Staff with critical circumstances and dependents (such as childcare, medical care, an
9/17/2024 9:55:53	enegrete@s.busd.k12.c	Staff with critical circumstances and dependents (such as childcare, medical care, an
9/17/2024 18:00:47	lauraestrada@busd.k12.	Staff with critical circumstances and dependents (such as childcare, medical care, an
9/18/2024 8:03:38	zaidalucero@busd.k12.(	Staff with critical circumstances and dependents (such as childcare, medical care, an
9/18/2024 8:07:10	amandacgomez@busd.l	Staff with critical circumstances and dependents (such as childcare, medical care, an
9/18/2024 8:08:16	rosaurquiaga@busd.k12	Staff with critical circumstances and dependents (such as childcare, medical care, an
9/18/2024 8:11:14	blancaperez@busd.k12.	Staff with critical circumstances and dependents (such as childcare, medical care, an
9/18/2024 8:27:49	stalamantes@busd.k12.	Staff with critical circumstances and dependents (such as childcare, medical care, an
9/18/2024 11:23:01	silkygarcia@busd.k12.c	Staff with critical circumstances and dependents (such as childcare, medical care, an
9/17/2024 7:48:16	jkimmell@busd.k12.ca.u	Staff with no special circumstances who can remain as needed.
9/17/2024 7:48:20	kristiannagastelum@bu	Staff with no special circumstances who can remain as needed.
9/17/2024 7:48:32	deniseherrera@busd.k1	Staff with no special circumstances who can remain as needed.
9/17/2024 7:48:33	suzannemakisi@busd.k	Staff with no special circumstances who can remain as needed.
9/17/2024 7:49:34	wzurita@busd.k12.ca.us	Staff with no special circumstances who can remain as needed.
9/17/2024 7:49:54	klisenby@busd.k12.ca.u	Staff with no special circumstances who can remain as needed.
9/17/2024 7:55:36	erikareveles@busd.k12.(	Staff with no special circumstances who can remain as needed.
9/17/2024 9:25:28	mrivera@busd.k12.ca.us	Staff with no special circumstances who can remain as needed.

Timestamp	Email Address	Please select your priority below:
9/17/2024 10:18:30	memendez@busd.k12.c	Staff with no special circumstances who can remain as needed.
9/18/2024 9:02:22	jrivera@busd.k12.ca.us	Staff with no special circumstances who can remain as needed.
9/19/2024 15:43:38	wzurita@busd.k12.ca.us	Staff with no special circumstances who can remain as needed.

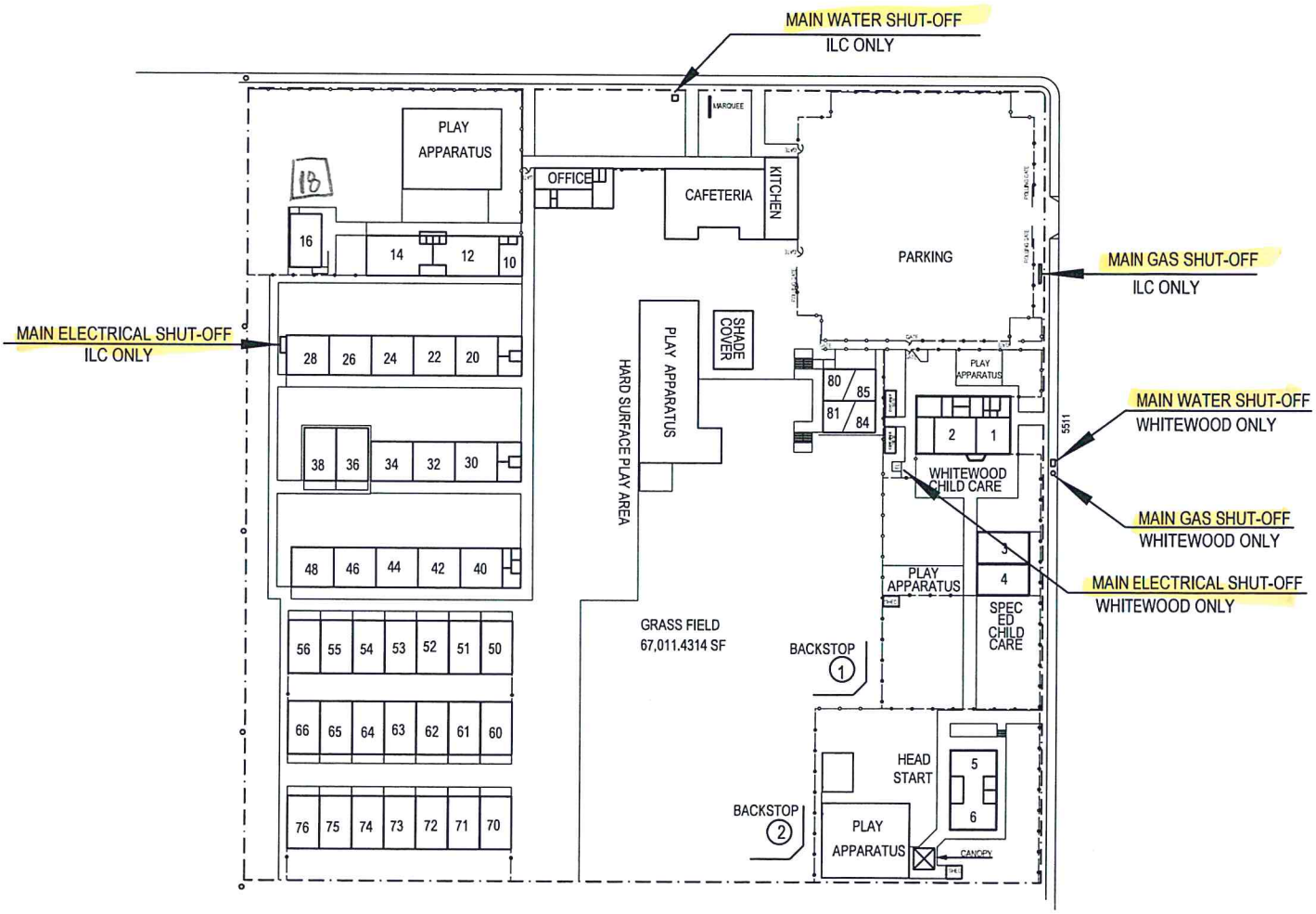
INTENSIVE LEARNING CENTER
SCHOOL SITE COUNCIL MEETING
December 17, 2025

Location: LIBRARY

Attendee's Name	Student's Name	Attendee's Signature
Sam Platis	Principal	
Nancy Rojas	Assistant Principal	
Velia Carrillo	Ezra Carrillo	
Miriam Mendez		
María Alvear		
Leticia Arriaga	Intervention	
CLAUDIO RIOS	—	
Teresa Santiago	—	
Megan Ramos	Madeline + Mila Ramos	
Brigitte Solorzano	Sofia, Sebastian + Juliana	
Desiree Rivalcaba	teacher	
Mary Reyes	Gabby Amezcua	

BELLFLOWER UNIFIED SCHOOL DISTRICT
16703 S. CLARK AVENUE
BELLFLOWER CA 90706

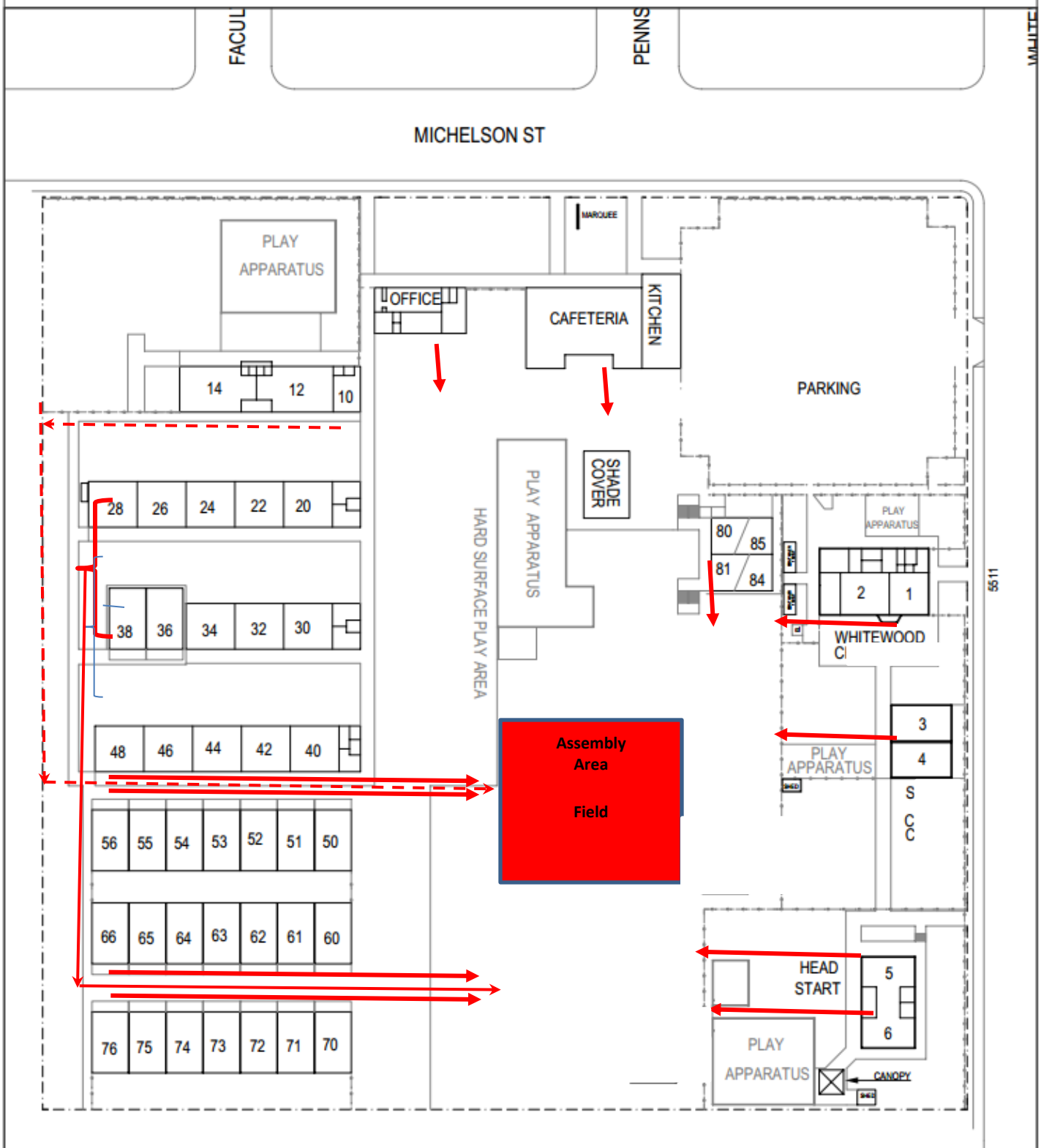
BASIC SITE DIAGRAM





UTILITY SHUT-OFFS

EMERGENCY EVACUATION PLAN



LEGEND

Evacuation: Grade Kinder

Evacuation: Grades 1st-6th

Intensive Learning Center
Elementary School
4718 E Michelson Street
Lakewood CA 90712

Assembly Map Emergency Drill
Intensive Learning Center

Parking Lot

Whitewood Facility
Rooms 1,2,3, 4

State Preschool Facility

Emergency Bin

State Preschool Rooms 5 and 6

Whitewood Preschool Rooms 1,2,3 and 4	**22** K	**26** K	**28** K	**24** K	**12** K	**14** K	**40** TK	**48** 1	**34** 1	**30** 1	**32** 1				**44** 2	**52** 2	**42** 2	**54** 2



Command Post
Blacktop Area

46 -3

53 -3

56 -3

71 -6

61 -6

66 -6

73 -5

74 -5

64 - 6

63 -5

65 -4

75 -4

76 -4

ILC's PBIS Behavior Flow Chart & T-Chart

Observed Problem Behavior

Warning/Conference with Student

Is Behavior Minor or Major?

Minor

Use classroom consequence and go over SOAR expectations

Complete reflection with student (verbal or written) for data, & notify parent as applicable

Can also use Dojo data, individual bhvr charts, etc…

Does the student have 3 behavior reflections for the same behavior in the same trimester?

Write an office behavior referral

Major

Write an office behavior referral

Administrator determines/ administers consequence

Administrator provides teacher feedback *(parent contact made by teacher or Admin, as applicable)*

Behavioral referrals will be recorded on AERIES by office clerk

Minor = Classroom Managed

Disrespect
inappropriate language
excessive talking
inappropriate tone/attitude
name calling

Disruption and/or Defiance
bothering another student
refusing to work
playing/fiddling with materials
out of seat without permission
talking out of turn
noises/tapping on desk
calling out of turn
toys from home
off-task behavior
forgets to silence cell phone

Physical Contact
flicking objects at another student
play fighting/horseplay
running into others
in others' personal space (spatial awareness)

Property Misuse
writing on desk while working
breaking material
accidently breaking another student's property
accidently breaking school property

Tardy
comes to line-up area late
joins class once instruction has started

Technology Violation
cell phone out during school hours
disruption with text messages
changing icons on computer
browsing unassigned website (off-task)

Major = Office Managed

Disrespect
intentionally offensive comments
racial comments
offensive hand gesture
name calling with intent to harm (multiple offenses)

Disruption and/or Defiance
becomes danger to others
chronic refusal to work
destruction of property
walking out of class without permission
temper tantrum not quickly extinguished
repeated interruption
verbal abuse
repeated screaming/vocal outburst
cursing with intent
using cell phone during class time

Physical Contact
throwing items with intent to injure
hitting to intimidate
biting
inappropriate touching
physical contact with intent to harm

Property Misuse
taking another student's property
purposely breaking another student's property
purposely misusing/breaking school property
pulling fire-alarm

Tardy
excessive tardiness (letter home)
continued excessive tardiness after letter home, meeting with the principal

Technology Violation
refusal to put cell phone away
sending inappropriate texts/pictures
continuous violation of computer lab rules
sharing of unassigned website (off-task)
social media post affects learning
cyber bullying

The Flow chart/T-Chart illustrates examples of student behavior and groups them into categories, whether it is handled by the classroom teacher or by the office. Behavior on the teacher managed side that is not resolved through the classroom management plan or persists may then be referred to the office. There are two types of behavior **minor and **major**.*

What is Bullying?

Bullying is exposing a person to abusive actions repeatedly over time. Bullying takes many forms:

- **physical**
  - ✓ **hitting, kicking, pushing**
- **verbal**
  - ✓ **taunting, malicious teasing**
  - ✓ **name calling, threatening**
- **emotional**
  - ✓ **rumors, social manipulation**
  - ✓ **extortion, intimidation**
- **harassment**
- **sexual harassment**
- **hate violence**

What is Cyber Bullying?

Bullying committed through transmission over electronic media.

Bullying Behaviors

Bullying behaviors are:

- **repeated**
- **intentional**
- **involve an imbalance of power**

What to do if being bullied?

- **Report bullying incidents to an adult and ask for help.**
- **Avoid the usual times and places where student comes in contact with the bully.**
- **Choose safe places to be at school, stay with someone, and avoid being alone in a secluded area at school.**
- **Stay calm: do not allow the bully to anger, embarrass, upset, or scare you.**
- **Distract the bully by changing the subject.**
- **Ignore the bully's remarks.**
- **Walk away from the bully.**

Consequences

Bullied students experience negative emotions:

- **fear**
- **anger**
- **frustration**
- **anxiety**
- **mood swings**
- **withdrawal from friends and family**
- **loss of interest in school**

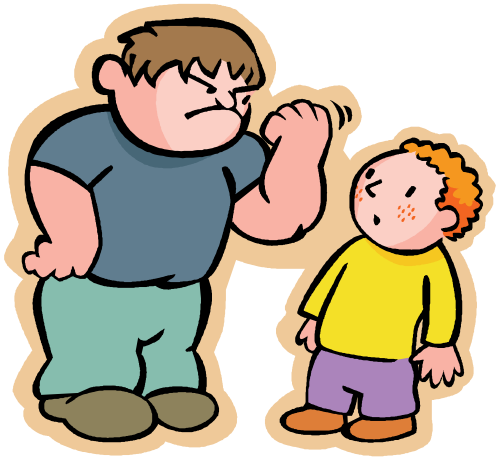
Bullies:

- **will continue to bully**
- **may engage in other types of antisocial behavior**
- **may be perceived as mean and untrustworthy**
- **may be suspended or expelled**

ENOUGH IS ENOUGH

STOP THE BULLYING

What is bullying?
What to do if a student is being bullied?
What are the consequences of bullying?
What can parents do about school bullying?
How can parents promote safe use of the Internet?



BELLFLOWER UNIFIED SCHOOL DISTRICT

What can parents of young children do?

Parents can model appropriate behavior by:

- **speaking and acting in a respectful way**
- **solving problems fairly and peacefully**
- **building their children's self confidence and independence**
- **reassuring their children**
- **monitoring the use of their children's Internet**

What can parents of teenagers do?

Parents should remain active and involved in their teenager's lives. They must remain proactive and reinforce respectful behavior. Parents must:

- **continue to anchor the values that guide their children's actions and decisions**
- **remain vigilant and understand school policies**
- **keep communication flowing between them and their children's teachers and staff**
- **report bullying problems at school to school staff and ask for help**
- **monitor the use of their children's Internet**

How can parents promote safe use of the Internet?

- **Keep your child's computer in an open area of the house.**
- **Install filtering software on the computer or use child-friendly search engines.**
- **Instruct your child to never give out personal information online to someone they do not know.**
- **Instruct your child to never meet in person with someone they first meet online.**
- **Make sure your children know they should not respond to offensive or dangerous emails. Encourage your child to follow three simple steps:**
    1. **Stop the correspondence immediately.**
    2. **Block the user from sending additional emails.**
    3. **Tell a parent or trusted adult about the situation.**
- **Visit the web sites your child visits.**
- **Google your child's name once in a while.**
- **Set clear guidelines of computer and cell phone usage; establish consequences for violations; monitor and check Internet and cell phone usage.**

BELLFLOWER UNIFIED SCHOOL DISTRICT

Resources that address cyberspace activity

Common Sense Media-www.CommonSenseMedia.org

- **Reviews and ratings on movies, games, websites, TV, books and music**
- **Information about the impact of media on children's physical, mental and social development**
- **Tips for parents on how to manage their children's media**

Carnegie Mellon University-www.MySecureCyberspace.com

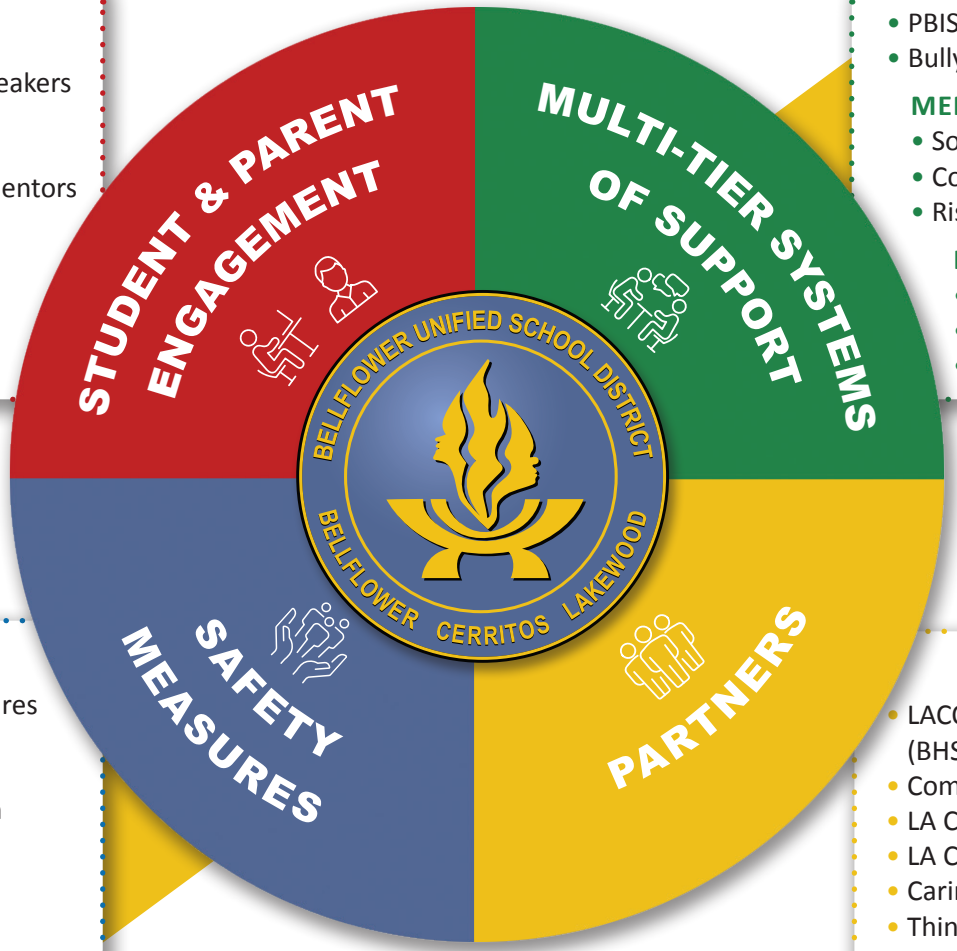
- **Cell phone guide for families with children**
- **Focus on cyber bullying**
- **Encyclopedia of risks and threats**
- **Software recommendations for parental control and email tracking**

We build futures!

BUSD APPROACH FOR STUDENT SAFETY & WELLNESS

STUDENT ENGAGEMENT
- Student Assemblies/Guest Speakers
- Substance Prevention
- Safety Drills
- Student Ambassadors/Peer Mentors (Exploration phase)

PARENT ENGAGEMENT
- Parent Workshops



BEHAVIOR
- PBIS
- Bullying Prevention

MENTAL WELLNESS
- Social Emotional Learning
- Counseling Services
- Risk & Threat Screening

HEALTH & WELLNESS
- Health Care Plans
- Outside Referrals
- Wellness Centers

- Emergency Response Procedures
- Safety Drills
- Active Shooter Training
- PA System for Communication
- Radio System
- Emergency Bins
- Campus Cameras
- Canine Detection
- Visitor Management System

- LACOE Community School Initiative (BHS/MHS)
- Community Family Guidance
- LA CADA
- LA County Sheriff's Department
- Caring Connections
- Think Together/YMCA
- 24 Defender
- PTA

We Build Futures!

ABORDE DE BUSD PARA LA SEGURIDAD Y BIENESTAR DE LOS ESTUDIANTES



PARTICIPACIÓN DE LOS ESTUDIANTES

- Asambleas de estudiantes/Oradores invitados
- Prevención de sustancias
- Simulacros de seguridad
- Estudiantes embajadores/ compañeros mentores (fase de exploración)

PARTICIPACIÓN DE LOS PADRES

- Talleres para padres

COMPORTAMIENTO

- PBIS
- Prevención del acoso

BIENESTAR MENTAL

- Aprendizaje socioemocional
- Servicios de asesoramiento
- Detección de riesgos y amenazas

SALUD Y BIENESTAR

- Planes de atención médica
- Referencias externas
- Centros de bienestar

- Procedimientos de respuesta a emergencias
- Simulacros de seguridad
- Entrenamiento de tirador activo
- Sistema de megafonía para comunicación
- Sistema de radio
- Contenedores de emergencia
- Cámaras del campus
- Detección canina
- Sistema de Gestión de Visitantes

- Iniciativa de Escuelas Comunitarias LACOE (BHS/MHS)
- Orientación familiar comunitaria
- LA CADA
- Departamento del Sheriff del condado de Los Ángeles
- Conexiones solidarias
- Pensar juntos/YMCA
- 24 Defensor
- PTA

¡Nosotros Construimos Futuros!



Intensive Learning Center

Student Name_____

Grade _____ **Rm #**_____

1. California law and ILC rules require bike riders to wear a helmet. Failure to do so will result in a detention and revoking of the bike permit.
2. Only students in grades 3-6 may ride their bikes to school.
3. Bicycles must be locked while on the school grounds. Each rider must have his/her own lock. No sharing locks.
4. Bicycles may not be ridden anywhere on the school grounds at anytime.
5. Bicycle riders must dismount and walk bikes on ALL sidewalks, including in front of the school from the cafeteria to the kindergarten area.
6. Bikes are to be WALKED directly to the bike rack.
7. Riding or walking your bike in the parking lots is never allowed.
8. Bicycles must be parked properly in the bike rack.
9. Bicycle riders must ride on the right side of the road.
10. Bicycle riders must obey traffic signals and stop lights.
11. Bicycles should be walked in crosswalks or at an intersection with a signal, and walked when entering and leaving the school.
12. Riders should keep both hands on the handlebars except when signaling.
13. Lunches, books, etc should be carried in a basket, rack or backpack, not in your hands when riding.
14. Only one person should ride on the bicycle at a time.
15. A bike permit must be visible on your bike. (if your permit comes off or you get a new bike you can get another sticker from the office).

Riding a bike is a privilege and can be revoked if the rules are not followed

Study these rules before taking the "Bicycle Permit Test" in the office

Study Signature_____ Date_____

Parent Signature_____ Date_____



Intensive Learning Center

Bike Test



Student Name_____ Rm#_____

Date Permit Approved_____ Permit#____

INSTRUCTIONS: Read each question carefully and circle the correct answer

1. Bicycles must be locked while on school grounds.	YES	NO
2. Bicycles can be ridden directly to the bike rack	YES	NO
3. You can share your lock with a friend if they don't have one.	YES	NO
4. Bicycles must be parked properly in the bike rack	YES	NO
5. Bicycle riders must ride on the right side of the street	YES	NO
6. Bicycle riders must obey traffic signals and stop lights.	YES	NO
7.Bicycles should be walked in a crosswalk, at an intersection with a signal, and when entering and leaving the school.	Yes	NO
8. Riders should keep both hands on the handlebars except when signaling	YES	NO
9. Lunches, books etc should be carried in your left hand while riding	YES	NO
10. Students in any grade can ride their bikes to school	YES	NO
11. You and your friend can ride on the bicycle at the same time	YES	NO
12. You only have to wear a helmet when it's raining	YES	No
13. Walking or riding your bike in the parking lot is NEVER allowed	YES	NO
14. Your bike permit must be visible at all times	YES	NO
15 After school you can ride your bicycle anywhere on campus	YES	NO

Student Signature _____ Date_____

LEARN MORE

Suspension Rate

All Students | State



Blue

0.1% suspended at least one day

Declined 0.5%

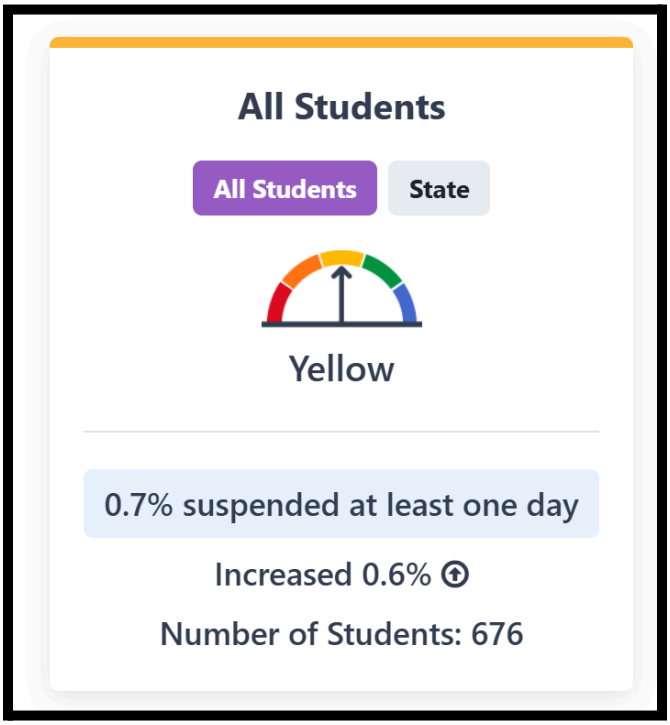
EQUITY REPORT

Number of Student Groups in Each Color

0	1	0	0	6
Red	Orange	Yellow	Green	Blue

View More Details

Bellflower Unified School District
Intensive Learning Center Elementary School
Suspension Dashboard (School Year: 2024-2025)



think TOGETHER

Safety Drills Log

In the event of an emergency, Site Leaders, Program Staff, students and parents must understand safety and contingency plans.

<u>Fire Drill 3x per school year, Lockdown 3x per school year, Earth Quake Drill 3x per school year:</u> Each month the students and staff practice a drill. Calendars indicate when this drill will or did occur. Confirmation with staff and students verify the frequency. All drills should align with the school days plan.

MONTH	DATE	TIME	Who conducted the emergency drill?	Which Drill was conducted: Fire, Earthquake, Lockdown, etc.	Comments or Notes
August	8/29/25	4:15 PM	SPM	Lockdown	
September	9/19/25	4:15 PM	SPM	Fire	
October	10/22/25	3:00 PM	SPM	Earthquake	
November	11/3/25	4:15 PM	SPM & ASC	Lockdown	
December	12/4/25	3:30	SPM & ASC	Fire	
January	1/23/26	3:30			
February	2/27/26				
March	3/27/26				
April	4/29/26				
May	5/29/26				
June	6/3/26				
July					

ILC UNIFORM INFRACTION NOTICE

Student's Full Name_____ Room #_____

The Board of Education approved a mandatory school uniform policy (BP5142.1) for the student attending the Intensive Learning Center, which is strictly enforced. Your child came to school today in clothing that did not meet the uniform dress code in the following area:

_____**PANTS or SHORTS**: Navy blue (not faded) standard uniform style. Fitted at waist or elastic waist: cotton, cotton blend or twill fabric. Shorts should be Bermuda-style length. Oversized pants, sweat pants, leggings (except under skirts), jogging suits, jeans or stripes on sides of pants are not permitted.

_____**SKIRTS or JUMPERS**: Navy blue (not faded) skirts, skorts, culottes and jumpers. Jean skirts and long skirts are not permitted.

_____**SHIRTS or BLOUSES**: Navy blue or white and MUST have collars. Sleeveless shirts/blouses and those with patterns or logos (other than school logo) are not permitted. Navy blue or white turtlenecks are allowed. Shirts and blouses should be tucked in.

_____**Accessories/Hair styles**: Hats or caps may not be worn except the plain, district-approved "bucket style" hat. No jewelry, accessories or hair styles which pose a threat to the well-being and safety of the student or others, or would be a distraction to learning or school activities are allowed.

_____**Shoes/Socks** Shoes must be white, navy blue or black and this must be the dominant color. Shoes should be suitable for play and participation in PE. Athletic shoes are preferred and should always be worn on PE days. Designs on shoes must not dominant. Shoe strings must be black or white. Boots of all kind are not permitted. Socks must be navy, black or white. Leggings, tights or shorts worn under skirts must be navy or white.

____**Outerwear**: Jackets, sweaters and sweatshirts must be solid navy blue or white with no logos or patterns (plain black jackets acceptable). All jackets and/or sweatshirts sold by PTA with the school logo are acceptable**.**

BOARD POLICY 5142.1 states (in part): The responsibility for the proper attire of all students attending the Bellflower Unified School District rests with the parents or legal guardians.

****

____I understand ILC's uniform policy and will follow the guidelines in the future.

____I understand ILC's uniform policy and need assistance providing_____. Please refer me to the Case Manager.

Please sign and return this notice to school tomorrow to verify that it was received.

_____ _____

Parent/Guardian Signature Date