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Date Posted: September 5, 2025

# EDISON ACADEMY

## School Site Council Meeting Agenda

**Meeting Date:** Wednesday, September 10, 2025

**Scheduled Start Time:** 3:00 p.m.

**Scheduled End Time:** 4:00 p.m.

**Location:** Room 5

### Public Comment Instructions:

By 2:00 PM, the day of the meeting on **September 10, 2025**, email Mauricio Gormaz, Principal at ([mauricio.gormaz@omsd.net](mailto:mauricio.gormaz@omsd.net)) the comments to be read at the committee meeting. All public comments should begin by listing the following information: (Subject Line) SSC Comment, (Body of Email) Your name and Item on the agenda you wish to address.

All staff, parents, and members of the public are invited to attend this meeting.

- I. Call the Meeting to Order**
- II. Roll Call of Voting Members**
- III. Changes or Additions to Agenda** (requires the SSC members present to determine by unanimous vote that there is a need to take immediate action and that the need for action came to the attention of the SSC subsequent to the posting of the agenda (EC 35147))
- IV. Public Comment on Agenda Items**
- V. Reading, Revision, and Approval of Minutes from last SSC Meeting**
- VI. Reports from Officers, Committees, and/or Representatives**
- VII. Unfinished Business**
- VIII. New Business**
  - Agenda Item #1 | Discussion:** Distribution and review of bylaws
  - Agenda Item #2 | Action:** Constitute SSC and Officer Positions
  - Agenda Item #3 | Discussion:** Title I Presentation and Comprehensive Needs Assessment (CNA)
  - Agenda Item #4 | Action:** Parent Involvement Policy Brochure
  - Agenda Item #5 | Action:** Comprehensive School Safety Plan (CSSP)
- IX. Public Comments on Non Agenda Items**
- X. Announcements**
- XI. Adjournment**

**Accessibility-Special Accommodation:** Individuals requiring special accommodations or modifications, including, but not limited to, any disabilities, including an American Sign Language interpreter, auxiliary aids and services, accessible seating, or documentation in accessible formats, should contact Mauricio Gormaz, Principal at [mauricio.gormaz@omsd.net](mailto:mauricio.gormaz@omsd.net) at least two (2) days prior to the meeting date.

**Next Meeting:** Wednesday, March 4, 2026, 3:00 p.m.





**Fecha de publicación:** 5 de septiembre, 2025

# ACADEMIA EDISON

## Agenda de la reunión del Concilio Escolar

**Fecha de la reunión:** miércoles, 10 de septiembre, 2025

**Hora programada de Inicio:** 3:00 p.m.

**Clausura:** 4:00 p.m.

### Indicaciones para comentarios públicos:

Antes de las 2:00 p. m. del día anterior a la reunión 11 de septiembre de 2024 envíe un correo electrónico al Director, Mauricio Gormaz ([Mauricio.Gormaz@omsd.net](mailto:Mauricio.Gormaz@omsd.net)) con comentarios para leer en la reunión del comité. Todos los comentarios públicos deben comenzar enumerando la siguiente información: Su nombre y artículo en la agenda que desea abordar.

Todo el personal, padres y miembros del público están invitados a asistir a esta reunión.

- I. **Apertura**
- II. **Pase de lista de miembros votantes**
- III. **Adiciones o cambios a la agenda** (Los miembros del SSC presentes deben determinar y aprobar mediante una votación unánime que existe la necesidad de tomar acción inmediata y que dicha acción se dio a conocer al SSC después de la publicación de la agenda de la reunión -Código de Educación 35147).
- IV. **Comentarios del público de artículos incluidos en el orden del día**
- V. **Lectura, repaso y aprobación del acta de la anterior reunión del SSC**
- VI. **Informes de los oficiales, comités y/o representantes**
- VII. **Temas pendientes:**
- VIII. **Nuevos temas a tratar**
  - Inciso #1 | Discusión:** Distribución y repaso de los estatutos del SSC
  - Inciso #2 | Acción:** Establecer el SSC y los puestos de los oficiales del SSC
  - Inciso #3 | Discusión:** Presentación del Título I y Evaluación Integral de Necesidades (CNA)
  - Inciso #4 | Acción:** Folleto de política de participación de los padres
  - Inciso #5 | Discusión:** Plan Integral de Seguridad Escolar (CSSP)
- XII. **Comentarios del público de artículos no incluidos en el orden del día**
- XIII. **Anuncios**
- XIV. **Clausura**

**Accesibilidad-Modificación especial:** Las personas que requieran adaptaciones o modificaciones especiales, incluidas, entre otras, cualquier discapacidad, incluido un intérprete de lenguaje de señas americano, ayudas y servicios auxiliares, asientos accesibles o documentación en formatos accesibles, deben comunicarse con el Director, Mauricio Gormaz, por correo electrónico [Mauricio.Gormaz@omsd.net](mailto:Mauricio.Gormaz@omsd.net) al menos dos días antes de la fecha de la reunión.

**Próxima reunión:** miércoles, 4 de marzo, 2026, 3:00 pm



Date Posted: May 9, 2025

# EDISON ACADEMY

## School Site Council Meeting Minutes

**Meeting Date:** Thursday, May 15, 2025

**Scheduled Start Time:** 3:00 p.m.

**Scheduled End Time:** 4:00 p.m.

**Location:** Room 5

### Public Comment Instructions:

By 2:00 PM, the day of the meeting on May 15, 2025, email Mauricio Gormaz, Principal at ([mauricio.gormaz@omsd.net](mailto:mauricio.gormaz@omsd.net)) the comments to be read at the committee meeting. All public comments should begin by listing the following information: (Subject Line) SSC Comment, (Body of Email) Your name and Item on the agenda you wish to address.

All staff, parents, and members of the public are invited to attend this meeting.

#### I. Call the Meeting to Order

The meeting was called to order at 3:05 p.m.

#### II. Roll Call of Voting Members

Quorum was established and roll call was taken.

#### III. Changes or Additions to Agenda (requires the SSC members present to determine by unanimous vote that there is a need to take immediate action and that the need for action came to the attention of the SSC subsequent to the posting of the agenda (EC 35147))

There were no changes made to the agenda.

#### IV. Public Comment on Agenda Items

There were no public comments on agenda items.

#### V. Reading, Revision, and Approval of Minutes from last SSC Meeting

Meeting minutes from the previous meeting were presented and read by council members. On a motion by Ms. Meyer and seconded by Mrs. Tamayo the minutes were unanimously approved.

#### VI. Reports from Officers, Committees, and/or Representatives

There were no reports from officers.

#### VII. Unfinished Business

There was no unfinished business.

#### VIII. New Business

##### Agenda Item #1 | Action: Jointly Review and Approve Single Plan for Student Achievement

The council reviewed the proposed Single Plan for Student Achievement that was jointly developed by the SSC with input from various school advisory groups, staff, and surveys of both students and community members. It was proposed Edison continue to prioritize Title I funds to support a Bilingual Instructional Assistant and an additional instructional assistant to work closely with the Teacher on Assignment and teacher teams to support the English Language Arts development of the neediest students on campus. Parents asked about the continuing needs of new learners of English and the ways they are supported. The council further discussed the ways in which both positions will support an intervention room that is focused on English Language Arts progress and support for students with a demonstrated need. The needs assessments conducted throughout the year reveal that while Edison has earned high proficiency rates schoolwide, there continues to be a demonstrated need to support the progress of newcomers to English as well as English Learners and students who struggle in the area of reading. Both positions will be key in delivering needed, targeted support, for students based on academic data.

Additionally, Title I funds will be geared to support parent involvement based on the updated parent involvement policy (below) and to fund 60% of a School Outreach Assistant with the remaining funds. The primary role of these initiatives

**Next Meeting:** Wednesday, September 10, 2025 at 3:00 p.m.



are geared to connect students and families with needed community support initiatives and community resources to provide related services like counseling, workshops and SEL support to students and to their families.

After discussion of agenda item, Ms. Maker motioned to approve, the motion was seconded by Mrs. Tamayo, and was unanimously approved by the SSC.

**Agenda Item #2 | Action:** Jointly Review and Approve Proposition 28 Budget Plan

The proposition 28 allocation and proposed budget developed by the SSC with input from various advisory groups was presented to the council. Discussion revolved around the ways in which Visual and Performing Arts Instruction was a priority for this council as well as students and parents surveyed. This year, the program received very positive anecdotal support from staff, students and the community alike. There is strong interest to continue the funding and to support the program continuing to grow and develop into a second year. The council asked questions about the allocation, the rollover funds and discussion revolved around funding to ensure long term sustainability by being mindful of the carryover funds.

After discussion, Ms. Meyer motioned to approve the proposition 28 budget, motion was seconded by Mr. Garcia and the motion was unanimously approved.

**Agenda Item #3 | Action:** Review and Approve Parent Involvement Policy

The council reviewed the policy which was distributed at the previous meeting. The council collaboratively updated the parent involvement policy and was unanimously approved after a motion by Mr. Garcia and seconded by Mrs. Tamayo. The policy will be updated and distributed to all families prior to August 30, 2025.

**IX. Public Comments on Non Agenda Items**

There were no public comments on non-agenda items.

**X. Announcements**

School Site Council meeting dates for the 2025 - 2026 school year were communicated to council members. Members were reminded that 2 parent/community member seats will be up for election next school year. Information on nominations will be distributed early in the school year. Both incumbents, Mr. Garcia and Mrs. Tamayo, indicated an interest in seeking re-election to continue to serve on the council for another term.

**XI. Adjournment**

The meeting was adjourned at 3:47 p.m.

**Accessibility-Special Accommodation:** Individuals requiring special accommodations or modifications, including, but not limited to, any disabilities, including an American Sign Language interpreter, auxiliary aids and services, accessible seating, or documentation in accessible formats, should contact Mauricio Gormaz, Principal at [mauricio.gormaz@omsd.net](mailto:mauricio.gormaz@omsd.net) at least two (2) days prior to the meeting date.

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**Edison Academy**  
**School Site Council Bylaws**

**Article I: Duties of the SSC**

The SSC of Edison Academy, hereinafter referred to as the SSC, shall carry out the following duties:

- Obtain recommendations for, and review of, the proposed SPSA from all school advisory committees
- Develop and approve the SPSA and related expenditures in accordance with state and federal laws and regulations
- Recommend the SPSA and expenditures to the governing board for approval
- Provide ongoing review of the implementation of the SPSA with the principal, teachers, and other school staff members
- Make modifications to the SPSA whenever the need arises
- Submit the SPSA Modification Form for governing board approval whenever a material change (as defined in district governing board policy) is made in planned activities or related expenditures
- At least annually evaluate the progress made toward school goals to raise the academic achievement of all students
- Carry out all other duties assigned to the SSC by the district governing board and by state law

**Article II: Members**

**Section A: Composition**

The SSC shall be composed of 10 members, selected by their peers, as follows:

- 5 Parents or community members (not serving as employees of the school)
  - Parents and community members shall be elected by a school wide vote where each “household” is entitled to one vote
- 3 Teachers (teacher is defined as a certificated staff member who is assigned a class roster)
- 1 Other school staff member (classified or certificated staff member who does not have a class roster assigned to them)
- The school principal shall be a permanent member of the SSC

\*SSC members chosen to represent parents may be employees of the school district so long as they are not employed at Edison Academy.

**Section B: Term of Office**

SSC members shall be elected for a two year terms. Half, or the nearest approximation thereof, of each representative group shall be elected during odd years, and the remaining number elected during even years. At the first regular meeting of the SSC, each member's current term of office shall be recorded in the minutes of the meeting.



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**Edison Academy**  
**School Site Council Bylaws**

**Section C: Voting Rights**

Each member is entitled to one vote and may cast that vote on any matter submitted to a vote of the SSC. Absentee ballots shall not be permitted.

**Section D: Termination of Membership**

The SSC may, by an affirmative vote of two-thirds of all its members, suspend or expel an elected member. Any elected member may terminate his or her membership by submitting a written letter of resignation to the SSC chairperson.

**Section E: Transfer of Membership**

Membership on the SSC may not be assigned or transferred.

**Section F: Vacancy**

Any vacancy on the SSC occurring during the term of a duly elected member shall be filled by a new member selection by nomination in the same group (e.g. classroom teachers, other school staff members, parents or community members, students). A new member selected to fill a vacant seat on the SSC shall serve the remainder office term of the vacant seat.

**Article III: Officers**

**Section A: Officers**

The officers of the SSC shall be a chairperson, vice-chairperson, secretary, district parent advisory committee and other officers the SSC may deem desirable.

The chairperson shall:

- Preside at all meetings of the SSC
- Sign letters, reports, and other communications of the SSC
- Perform all duties incident to the office of the chairperson
- Have other such duties as are prescribed by the SSC

The vice-chairperson shall:

- Represent the chairperson in assigned duties
- Substitute for the chairperson in his or her absence

The secretary shall:

- Keep duplicate records of the SSC
- Keep a register of the names, addresses and telephone numbers of each member of the SSC, the chairpersons of school advisory committees, and others with whom the SSC has regular dealings, as furnished by those persons
- Perform other such duties as are assigned by the chairperson or the SSC

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**Edison Academy**  
**School Site Council Bylaws**

Section B: Election and Terms of Office

The officers shall be elected annually by the second meeting of the SSC and shall serve for one year, or until each successor has been elected.

Section C: Removal of Officers

Officers may be removed from office by a two-thirds vote of all the members.

Section D: Vacancy

A vacancy in any office shall be filled at the earliest opportunity by a special election of the SSC for the remaining portion of the term of office.

**Article IV: Committees**

Section A: Subcommittees

The SSC may establish and abolish subcommittees of its own membership to perform duties as shall be prescribed by the SSC. At least one member representing teachers and one member representing parents shall make up the subcommittee. No subcommittee may exercise the authority of the SSC.

Section B: Other Standing and Special Committees

The SSC may establish and abolish standing or special committees with such composition to perform such duties as shall be prescribed by the SSC. No such committee may exercise the authority of the SSC.

Section C: Membership

Unless otherwise determined by the SSC, the SSC chairperson shall appoint members of standing or special committees. A vacancy on a committee shall be filled by appointment made by the chairperson.

Section D: Terms of Office

The SSC shall determine the terms of office for members of a committee.

Section E: Rules

Each committee established by SSC may adopt rules for its own government not inconsistent with these bylaws or rules adopted by the SSC, or policies of the district governing board.

Section F: Quorum

A majority of the members of the committee established by SSC shall constitute a quorum, unless otherwise determined by the SSC. The act of a majority of the members present shall be the act of the committee, provided a quorum is in attendance (Elementary is 6 for quorum, and Middle school is 7 for quorum).



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**Edison Academy**  
**School Site Council Bylaws**

**Article V: Meetings of the SSC**

**Section A: Meetings**

The SSC shall meet on the assigned calendar day established each school year. Special meetings of the SSC may be called by the chairperson or by a majority vote of the SSC.

**Section B: Place of Meetings**

The SSC shall hold its regular meetings at a facility provided by the school, unless such a facility that is accessible to the public, including handicapped persons, is unavailable. Alternate meeting places may be determined by the chairperson or by majority vote of the SSC.

**Section C: Notice of Meetings**

Written public notice shall be given of all meetings at least 72 hours in advance of the meeting. Changes in the established date, time, or location shall be given special notice. All meetings shall be publicized in the following venues: Front Office and school website.

All required notices shall be delivered to the SSC and committee members no less than 72 hours of the meeting, personally or by mail (or by email).

**Section D: Quorum**

The act of a majority of the member's present shall be the act of the SSC, provided a quorum is in attendance, and no decision may otherwise be attributed to the SSC. A majority of the members of the SSC shall constitute a quorum.

**Section E: Conduct of Meetings**

Meetings of the SSC shall be conducted in accordance with the rules of order established by California EC Section 3147(c), and with Robert's Rules of Order or an adaptation thereof approved by the SSC.

**Section F: Meetings Open to the Public**

All meetings of the SSC, and of committees established by the SSC, shall be open to the public. Notice of such meetings shall be provided in accordance with Section C of this article.

**Article VI: Amendments**

An amendment of these bylaws may be made at any regular meeting of the SSC by a vote of a majority of the entire membership of the SSC. Written notice of the proposed amendment must be submitted to SSC members at least 5 days prior to the meeting at which the amendment is to be considered for adoption.

## **Title I School-Level Parental Involvement Policy**

### **Edison Academy of Differentiated Learning**

Edison Academy has developed a written Title I parental involvement policy with input from Title I parents. Edison solicits feedback from parents on an ongoing basis through parent meetings, school-wide surveys, and School Site Council meetings. It has distributed the policy to parents of Title I students. Copies are provided at back to school night, available in the front office and provided at various school-wide events throughout the year. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

#### **Involvement of Parents in the Title I Program**

To involve parents in the Title I program at Edison Academy, the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
  - A Title I parent meeting is held annually at the beginning of each school year, and information about title I programs is available to parents year-round on the school's website.
- The school convenes an annual meeting to inform new parents of strategies for depth and complexity and common elements contained within the instructional program for students in grades transitional kindergarten through eight.
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.
  - Edison provides Title I parents with a variety of opportunities to attend meetings, provide input, and learn more about the programs and services the site offers students. These opportunities are offered at various times in the morning, afternoon, and evening and on various days of the week to accommodate as many parents as possible.
- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy.
  - Parents are actively involved in the process of developing and improving upon Title I programs and policies.
  - Edison elementary surveys Title I parents during parent meetings at various times throughout the year to gather input.
  - School Site Council reviews and updates the site's parent involvement policy and compact every other year, Parent surveys and input from parent groups is solicited and considered in this review process.
  - School English Learner Parent Advisory Council (SELPAC) provides input to SSC on the development and improvement of Title I programs and services and the PI policy and compact every other year.
- The school provides parents of Title I students with timely information about Title I programs.
  - Edison academy uses a variety of communication methods to disseminate information about Title I programs on an ongoing basis. These include monthly newsletters, flyers, district and site web pages, hand-outs, parent meetings, parent workshops, and Principal's Coffee meetings. Communications are provided on an ongoing basis throughout the year.
- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are



expected to meet.

- Edison Academy offers numerous opportunities for parents to learn about the curriculum, assessments, and proficiency expectations of students. These opportunities include monthly newsletters, trimester parent-teacher conferences, parent workshops, principal's coffee meetings, and council meetings held throughout the year.
- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.
  - Edison holds a variety of meetings with various parent groups including GATE, Special Education, SELPAC, and SSC. These parent groups provide ongoing feedback and input into school-wide programs and services.
  - Edison Academy has an active PFO that meets regularly to support parent involvement throughout the year.

## **School-Parent Compact**

Edison Academy distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- Parents will utilize the health & wellness guidelines of the district to ensure students are at school only when they are well and symptom free.
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences, frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities.
  - Edison utilizes feedback from parent groups and staff/leadership team meetings held throughout the year to continually improve our parent involvement policy and compact. A school-wide survey is distributed to parents in the spring to solicit feedback from all member of the parent community. Data collected is reviewed by our SSC each year to determine what elements of the compact are effective and what should be altered or modified.
  - The school compact is distributed to all parents at the beginning of each school year and/or upon enrollment. In addition, it is available on our school's web page and front office throughout the year. The parent involvement policy and compact are available in both English and Spanish.

## **Building Capacity for Involvement**

Edison Academy engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.
  - Edison has held parent meetings to share information about the new Common Core State standards and expectations. In grades 6 through 8th parents are able to access student grades and monitor progress of their students through Q Connect, Edison also puts out a

monthly newsletter that informs parents of upcoming district benchmarks and state assessments. Parents are informed of their student progress on the SMI and SPI by the teacher through parent letters.

- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.
  - Edison Academy offers workshop opportunities throughout the year to support Title I parents. Meeting and workshop schedules are distributed at school-wide events including Back to School Night and workshop sessions and posted online. Topics may include technology, food and nutrition, school safety, and ways to support students' academic and social-emotional development. Topics are revised and generated in response to parent requests throughout the year as needed using surveys and open discussions during parent meetings.
- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and on how to work with parents as equal partners.
  - Edison Academy adopts a school-parent compact each year that outlines our philosophy and goals for working with parents as partners.
  - Parent communication tools are used by teachers and staff to promote effective, ongoing communication with parents. These tools include: Blackboard, Class Dojo, InstaGram, Blackboard Connect and Outlook.
  - Ways to support and work with parents as partners are incorporated into ongoing professional development opportunities for teachers throughout the year.
  - Edison distributes a survey to parents and uses that data to work with staff and create a partnership with the community.
- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.
  - Edison holds parent volunteer workshops at the beginning of the year to all transitional kindergarten and kindergarten parents and parents of other grades that have not received the training in the past. Edison strives to promote parent involvement by having numerous opportunities for parents to get involved on campus. Edison has held parent training on developing parenting skills and promoting positive behavior among children. Edison also encourages parents to take advantage of OMSD parent resource center that is located nearby.
- The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.
  - Edison sends home communication in the identified home language to parents about upcoming events. Edison encourages parents to follow them on Instagram and School Dojo and Q Connect as well as the school website for updates on activities.
- The school provides support for parental involvement activities requested by Title I parents.
  - Based off of parent surveys, Edison holds workshops on topics of interest for our

Title 1 parents. Edison also holds "Coffee with the Principal" meetings where ideas for upcoming topics are discussed.

## **Accessibility**

Edison Academy provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand. Documents are translated in English and Spanish and made available in both languages online. In addition, translation services are



provided as needed at parent workshops, meetings, for Blackboard/ phone calls, and special events. Interpreters are utilized during parent teacher conferences and communication forms are used to ensure that parents can request interpreters as needed during conference time.

## **PART V. ADOPTION**

This School Parental Involvement Policy has been developed jointly with, and agreed on with parents of children participating in Title I, Part A programs, as evidenced by the agenda and sign-in sheet of the School Site Council meeting held on May 15, 2025.

This policy was adopted by the Edison Academy School Site Council on May 15, 2025 and will be in effect for the period of two years. The school will distribute this policy to all parents of participating Title I, Part A children on or before August 30, 2025. It will be made available to the local community on or before August 30, 2025. Edison Academy notification to parents of this policy will be in an understandable and uniform format and, to the extent practical, provide a copy of this policy to parents in a language the parents can understand.



## PARENT

### PARTNERSHIPS

Edison GATE Academy, in partnership with OMSD, will provide parents opportunities to formulate suggestion, provide input, and participate in decisions relating to the education of our students

- Gifted and Talented Advisory Meetings
- English Learner Advisory Meetings
- Special Education Advisory Meetings
- School Site Council
- Parent Volunteerism
- Annual District Leadership Conference
- Coffee with the Principal Meetings
- Parent Education Workshops
- LCAP Community Input Survey



## Teachers, Parents and Students Continuing a Tradition of Excellence

### 1.

#### In the Classroom Edison Teachers will:

- ➞ Exemplify our PURR characteristics.
- ➞ Provide high quality curriculum and instruction while motivating students to learn.
- ➞ Hold high expectations and support every child to develop a love of learning
- ➞ Provide a safe and caring learning environment.
- ➞ Possess and utilize their Gifted and Talented Education (GATE) instructional strategies with all students.
- ➞ Participate in professional development opportunities to advance instructional strategies.
- ➞ Make school an accessible and welcoming place for families.

### 2.

#### At Home Edison Parents will:

- ➞ Exemplify our PURR characteristics.
- ➞ Provide a quiet time and place for homework and independent reading.
- ➞ Communicate with the teacher or the school when I have a question or concern.
- ➞ Ensure that my child attends school every day, on time.
- ➞ Ensure that my child gets adequate sleep, regular medical attention and proper nutrition and exercise.
- ➞ Regularly monitor my child's progress at school and communicate the importance of education and learning to my child.
- ➞ Participate in school activities such as volunteering and attending school related meetings.

## PURR

### CHARACTERISTICS

- Perseverance
- Unity
- Respect
- Responsibility

### 3.

#### Students Edison Students will:

- ➞ Exemplify our PURR characteristics.
- ➞ Come to school ready to learn and persevere through difficult tasks.
- ➞ Bring necessary materials, completed assignments and homework.
- ➞ Communicate regularly with parents and teachers about school experiences so that they can help ensure school success.
- ➞ See something, hear something, say something.







# About

## Edison GATE Academy

Edison Academy has developed a written Title I parental involvement policy with input from Title I parents. Edison solicits feedback from parents on an ongoing basis through parent meetings, school-wide surveys, and School Site Council meetings. It has distributed the policy to parents of Title I students. Copies are provided at back to school night, available in the front office and provided at various school-wide events throughout the year. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

You can view full text of Parent Involvement Policy by scanning QR code.



## COMMUNICATION ABOUT STUDENT LEARNING



Edison staff is committed to frequent two-way communication with families about our student's learning. Some of the ways parents and school staff communicate throughout the year are:

### Parent-Teacher Conferences

Back to School Night

Class Dojo

Parent Square

Monthly Newsletter

Marquee Messages

Coffee with the Principal Meetings

Sunday Messages and Email

Open House

Email

Instagram @edison\_omsd

Edison GATE Academy  
School - Parent  
Compact  
2025 - 2026



Edison GATE Academy.

515 East 6<sup>th</sup> Street

Ontario, CA 91764

909.984.5618

[www.omsd.net/edison](http://www.omsd.net/edison)

# Ontario-Montclair School District

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## COMPREHENSIVE SCHOOL SAFETY PLAN

Edison Academy

School Name: Edison Academy

Address: 515 East 6th Street Ontario, CA 91764

Phone: 909-984-5618

Website: [www.omsd.k12.ca.us](http://www.omsd.k12.ca.us)

### Board of Education

Elvia M. Rivas, President

Kristen Brake, Vice President

Sonia Alvarado, Clerk

Sarah S. Galvez, Member

Flora Martinez, Member

### Administration

Dr. James Q. Hammond Ed. D., Superintendent

Dr. Hector Macias, Deputy Superintendent-Human Resources

Robert Gallagher, Assistant Superintendent of Learning and Teaching

Phil Hillman, Chief Business Official

### PUBLIC COPY

Portions of this School Site Comprehensive School Safety Plan related to the District's tactical responses to criminal incidents and/or vulnerability to terrorist attack or other criminal acts have been removed pursuant to California Education Code section 32281(f)(1). Portions of this School Site Comprehensive School Safety Plan that have been prepared for the District's Board of Education's consideration in closed session and for law enforcement, including the Police Department, have been removed pursuant to California Government Code section 6254(aa).



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# COMPREHENSIVE SCHOOL SAFETY PLAN OVERVIEW

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The comprehensive School Safety Plan (CSSP) is required by Education Code 32282-32289 to be reviewed and updated by March 1 annually and subsequently submitted for approval to 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. For additional information on school safety programs, policies, or procedures please contact:

## Contact Information School Site Safety Planner:

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**Title** Assistant Principal  
**School** Edison Academy  
**Address** 515 East 6th Street Ontario, CA 91764  
**Phone** 909-984-5618  
**E-mail** renee.peterson@omsd.net

## Prepared by:

**Title:** Assistant Principal

**Name:** Renee Peterson

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## Disclaimer

The material presented in this Comprehensive School Safety Plan, including all supplemental materials, has been written in accordance with federal and state guidelines and makes every effort to be in compliance with local, state and federal mandates, guidelines, regulations, laws, and current standards. It is not the intent of this Plan to replace or void other mandated plans or operational directives. For example, this Plan is not a tactical manual for law enforcement or an operations manual for fire fighters or hazardous materials specialists responding to events at any district facility or school campus. This Plan cannot anticipate all possible emergency events or situations and emergency responses, but it does provide a reference point and protocol to protect lives and property at the school. It must be reviewed, verified, and corrected where appropriate, by qualified emergency professionals and legal counsel, where relevant. To remain current, this Plan should be reviewed annually by March 1st and changed or updated as necessary. The school staff should test key components of this plan through training and drills. Conditions may develop during operations where standard methods will not suffice and nothing in this Plan shall be interpreted as an obstacle to the experience, initiative, and ingenuity of school team members in overcoming the complexities that exist under actual emergency conditions. This Plan does not replace, nor is intended to replace any training mandated by local, state and federal mandated, including Incident Command System (ICS), National Incident Management System (NIMS) and Standardized Emergency Management System (SEMS).

## Assumptions

The Comprehensive School Safety Plan is based on a realistic approach to the problems likely to be encountered at a site during a significant incident or disaster. The following are general guidelines:

- A major incident or disaster may occur at any time of the day or night, weekend or holiday, during clear or inclement weather, with little or no warning.
- Since events in an emergency are not predictable, published plans serve only as a guide and checklist, and may require modification in order to meet the requirements of an emergency or safety situation.
- Disasters and safety concerns may affect widespread areas, therefore city, county and federal emergency services may be delayed or unavailable. The school can expect a delay of 24-72 hours or considerably longer before emergency services resources become available in many situations.
- All district employees sign the "Oath of Allegiance" which confirms compliance with California Constitution, Article II, Sec. 3 and California Government Codes Sections 3100-3109. California Government Codes 3100-3109 outline the duty as a Disaster Service Worker. Employees must be ready to comply with this mandate, including participating in necessary training in order to implement this plan.
- A state of emergency may be declared if current conditions or information indicates that such a condition is developing or is probable. Only the Superintendent or other authorized official in their absence may declare a district state of emergency when conditions warrant such a declaration. Declaring a state of emergency gives the district the right to restrict access to the campus to authorized persons (per the penal code). Violators who do not leave when requested or attempt unauthorized entry may be arrested.



## DEVELOPMENT OF PLAN BY SCHOOL SITE COUNCIL/SCHOOL SAFETY PLANNING COMMITTEE

According to Education Code Section 32280, each school is responsible for the overall development of all comprehensive school safety plans for its schools operating kindergarten or any of grades 1 to 12, inclusive. The school site council shall write and develop a comprehensive school safety plan relevant to the needs and resources the school. The school site council may delegate this responsibility to a school safety planning committee. School Site Safety Council/School Safety Planning Committee for Edison Academy is comprised of the following individuals (EC 32281).

School Site Council/School Safety Planning Committee Members	
Name	Title
Mauricio Gormaz	Principal or Administrator (Required)
Christina Birdwell	Teacher (Required)
Kyle Williams	Parent (Required)
Breanna Gonzalez	Classified Employee (Required)
Darryl Lauritzen	Law Enforcement (Consult - Required)
Manny Vasquez	Campus Security Agent (Consult, optional)
Lisa Munoz	Fire Personnel (Consult - Required)
Maria Munoz	Parent
Claudia Vasquez	Parent
Christian Garcia	Parent
Ann Lara	Parent
Deanna Manker	Teacher
Jasmine Padilla	Other Staff Member



**Reviewed and Approved**

By Superintendent or designee  
Date:

Reviewed and Approved By:	Date Approved	Authorized Representative Signature
School Site Council		
Principal		
District Superintendent or Designee		

**Evaluation of CSSP**

An evaluation of the Edison Academy Comprehensive School Safety Plan goals took place on September 10, 2025.

**Date of Public Hearing**

A hearing was held on September 10, 2025 at the Edison Academy to obtain public input pursuant to EC 32288.

**Staff Notification and Training**

School Staff was advised on and trained on the contents of the updated school safety plan on September 2, 2025 during a Staff Meeting. (EC 3594.2 (e)).

**CSSP for Public View**

The most current copy of the school plan is available in the school office for public review. Portions of this **Public Copy** of the School Site Comprehensive School Safety Plan related to the District’s tactical responses to criminal incidents and/or vulnerability to terrorist attack or other criminal acts have been removed pursuant to California Education Code section 32281(f)(1). Portions of the Public Copy of the School Site Comprehensive School Safety Plan that have been prepared for the District’s Board of Education’s consideration in closed session and for law enforcement, including the Police Department, have been removed pursuant to California Government Code section 6254(aa).

# GENERAL SCHOOL INFORMATION

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## Edison Academy School Profile

Located (City)	Ontario
Approximate Enrollment	700
Approximate Special Education Enrollment	75
Student Ages	4 to 14
Approximate # of Staff (teaching and support)	70
Approximate # of Bus Riders	0
Approximate # of Special Education Bus Riders	0
School Hours: 7th and 8th Grades, Mon, Wed, Thur & Fri	7:00 - 2:40
School Hours: 7th and 8th Grades, Tue	7:00 - 1:25
School Hours: 1st – 6th Grades, Mon, Wed, Thu, Fri	8:00 - 2:40
School Hours: 1st – 6th Grades, Tuesday	8:00 - 1:25
School Hours: Kinder, Mon, Wed, Thu, Fri	AM 7:45-12:15 PM 10:15 - 2:45
School Hours: Kinder, Tuesday	7:45 - 12:15
School Hours: Pre-K/Transitional Kinder Mon, Wed, Thu, Fri	10:15 - 2:45
School Hours: Pre-K/Transitional Kinder Tuesday	7:45 - 12:15
Law Enforcement Agency	Ontario PD
Fire Agency	Ontario FD
Before-School Program Hours, Mon, Wed, Thu, Fri	n/a
Before-School Program Hours, Tuesday	n/a
After-School Program Hours, Mon, Wed, Thu, Fri	2:40 - 6:00
After-School Program Hours, Tuesday	1:25 - 6:00

## Ontario-Montclair School District Mission Statement

### for a Safe and Orderly Environment Conducive to Learning

We are committed to providing a world-class education to our students in safe, respectful, and welcoming school environments that empowers students, staff, and families to be successful in a dynamic global society and cultivates college, career, and community partnerships.

## Description of School Facilities

Edison Academy is located on 6th Street

Edison was built in 1970 and is constructed of drywall and T1-11 siding. The school is bordered by the 10 fwy to the north of the campus. It is in a residential neighborhood where most of the neighboring housing is comprised of single-family dwellings with some apartments and condos nearby. The south of the campus is bordered by a residential neighborhood. One neighborhood home shares a property boundary with the school, and a private drive separates houses to the east of the school from the staff parking lot. The campus is fully enclosed with wrought-iron perimeter fencing. Fencing that borders Sultana is covered with decorative privacy screens to create a visual barrier between the street and the kinder playground and the field. There is one entry point for students upon arrival located at gate #2, next to the front office. Kindergarten students use either the west entry gate #2, perpendicular to Sultana for arrival, or entry gate #3 parallel to 6th Street. AM kinder are dismissed at the 6th Street gate #3, which is staffed by teachers, and PM kinders are dismissed from gate #2. There are 17 temporary classrooms, with one being used as the library. When the initial school bell rings for instruction to begin, staff members alert students to prepare for the entry gate to be closed and locked. When the bell for instruction to begin rings, entry gate #2 is locked, and the front office gate #1, leading to campus, is opened to accept late arrivals. During instruction, there are a series of two iron-gated doors that are unlocked near the parking lot and lead visitors to the main office, where they must sign in with ID through the Raptor system before entering any area of the campus. When allowed on campus, visitors proceed only to the area designated on their printed name tag.

## Required Notifications of Hearing

The following persons and entities were notified in writing of the public hearing concerning input on the Comprehensive School Safety Plan in accordance with California Education Code 32288. Check the boxes below to indicate who was notified.

- |   |  |
|---|--|
|   | Local Mayor  |
| X | A representative of the local school employee organization   |
| X | A representative of each parent organization at the school site, including the parent teacher association and parent teacher clubs |
| X | A representative of each teacher organization at the school site   |
|   | A representative of the student body government  |
| X | All persons who have indicated that they want to be notified   |

## Notice to Public (EC 32288 (b) (1))

The Comprehensive School Safety Plan prepared for the 2025-2026 school year was shared with

### DATES

- |   |   |
|---|---|
| X | Parents at annual orientations                                  |
| X | School staff at staff meetings                                  |
| X | Communicated to the general public through the district website |
| X | Communicated to law enforcement agencies                        |



#### OTHER METHODS OF NOTICE TO PUBLIC (INCLUDE DATES)

Parents at annual orientations (SSC) - September 10, 2025

School Staff Meeting - September 2, 2025

To general public through District Website - ongoing

### Assurances

The school site council may include the following three essential components and/or strategies into this plan (AR 0450):

- ◆ Assuring each student a safe physical environment
- ◆ Assuring each student a safe, respectful, accepting and emotionally nurturing environment
- ◆ Providing each student resiliency skills

Evidence of these assurances is embedded throughout this school safety plan.



# APPROPRIATE PROGRAMS AND STRATEGIES THAT PROVIDE SCHOOL SAFETY

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## Edison Academy Specific Information

According to Education Code 32282 requires the School Site Council/School Safety Planning Committee to 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. The following lists the programs or strategies that contribute to school safety, security and emergency preparedness and how those programs and strategies tie to school safety, security and emergency preparedness.

The Edison staff prepares for a variety of emergency situations by performing the eighteen (18) required drills periodically throughout the school year. The drills consist of fire, earthquake, VIPER/lockdown, and AED.

**Fire Safety Drills** - performed monthly for a total of ten (10) drills annually. Students and staff are alerted by a fire alarm, which activates the drill. Students exit and assemble in the designated area as a school, and teachers ensure the doors are closed after exiting their classroom. Teachers take roll and submit in writing any student who is missing, or any additional students/staff/parents in their classes. Slips are given to the command center, and verification of the presence of all students, staff, and visitors is made before ending the drill to ensure that all persons on campus are accounted for.

**VIPER/Active Lockdown Drill** - Immediate response to a violent intruder onsite is crucial. In the case of a violent intruder, we initiate VIPER procedures to immediately isolate students from danger or send them to a secure area. Safety must always be the foremost consideration. VIPER Emergency is when an intruder who may be perceived as violent is directly on the school site premises. We are prepared to lock down the campus to allow the police department to apprehend intruders while ensuring the safety of all our students. VIPER status may be called by the Police Department or at the Site. We hold two (2) drills per year and practice using an online schoolwide attendance procedure to ensure all persons are accounted for discreetly and efficiently. Parents and staff are given a seven-day notification of upcoming drills. Students are notified the morning of the drill by their homeroom teacher.

**Earthquake Safety Drills** - In the event of an earthquake, students and staff are trained to duck, cover, and hold. Four (4) drills are performed annually, in which directions are given over the loudspeaker as students hold their positions. Directions on what they are to do at that moment in order to stay safe indoors and outside are given during the drill to ensure students are used to listening to and following instructions.

**AED - Automated External Defibrillators Drills**. We complete two (2) drills per year with the AED team, consisting of the school nurse, health aide, administrators, TOAs, and mentor. The simulation of a medical respiratory emergency using a mannequin is practiced. An announcement is made with a location given, which begins the procedure: simulating notification of 911, checking the patient, beginning CPR, and applying the automated defibrillator. A debrief is conducted at the end of the drill. Two AED machines are mounted at opposite ends of the campus in easily accessible locations.

**Bomb Threat** - the person receiving the call:

1. Direct a co-worker to call 911 and request that the call be traced.
2. Direct a second co-worker to notify the Principal, AP, or other administrative designees to initiate a school-wide evacuation and securing of the school perimeter.
3. Attempt to keep the caller on the line using the District Bomb Threat Data Collection Sheet
4. Principal or AP will work with law enforcement, notify the Superintendent's office, and resume normal operations once re-occupancy has been granted.

Our Outreach department consists of a Coordinator, Student Family Outreach Assistant, and Student Mentor who help students and families by providing resources and services in the following areas: mental health, community resources, parent classes, access to counselors and interns, food and clothing, as well as securing eye-glasses and more, all to support the safety and social-emotional well-being of the Edison Community.

Edison has a district Campus Security Officer assigned to our school who is visible and patrols the surrounding area. Campus security assists with student, family, and community issues as they arise and helps to de-escalate and prevent incidents on and around campus. X-treme Security is also working with Campus Security to provide additional supervision and presence around campus.

**Staff Training**—Staff are trained annually on a variety of safety topics. These topics include training on child abuse, blood-borne pathogens, sexual harassment, and school emergency and safety plans. The staff also engages in a natural disaster simulation, which includes activating safety teams to support emergency preparedness. Staff are also trained in PBIS and Restorative Circles, which promote anti-bullying strategies.

**Volunteer and Visitor Management** - Our school provides kindergarten, middle school, and new student orientations. All volunteers are required to attend an annual volunteer orientation, with the submission of an application that includes a background check. Our Raptor system is also used whenever a volunteer or visitor is on campus. This system reads a visitor's state-issued ID and compares information to a sex offender database to alert the school and local police if a match is found.

**Emergency Cards** - The office keeps updated emergency cards for staff and students, in the event of an emergency, so that we can contact the next of kin.

**Campus Safety Proctor** - Edison currently employs a Campus Safety Proctor who not only provides supervision during recess and lunch times but also monitors the campus for the entirety of the school day. This proctor roams the perimeter of campus doing visual scanning for any potentially dangerous situations, as well as completing hallway and restroom sweeps to support students in quickly returning to class and remaining safe while outside of the classroom.

**PE** is now provided to all students in grades 1-8 by a single PE team (made up of one certificated teacher and four instructional assistants) to ensure student safety, clear communication, and consistent support while building community and connection between the team and students, while also reducing the number of students on the field at any one time.

**Adult/Proctor Supervision** - Edison provides active adult supervision before school, after school, and during all recess times. Proctors provide supervision during meal times and play times. Teachers also provide supervision duties before school, during morning recesses, the afternoon primary recess, and after school, escorting students to the pick-up area, and making visual contact with family for the release of all primary students. All proctors are easily visible by wearing green vests with reflective caution stripes. The proctor team consists of eight proctors to ensure full MPR and playground coverage during lunch and lunch recesses, including during inclement weather.

**PBIS** - Edison implements PBIS strategies to promote positive student behaviors and to decrease unwanted behaviors, including bullying. Our school collects data on behavior infractions through the SWIS app and reviews data with the PBIS team, looking for trends to make targeted decisions based on the data. The goal is to make continuous, overall improvements concerning behavior. For several years, we have received gold recognition for our PBIS implementation. This year, we added PBIS rotations of seven critical locations for all 1st-8th grade students and teachers at the start of the year, which were led by admin, support staff, and proctors to ensure consistent teaching of school-wide expectations.

**Attendance Programs** - Edison has several programs to increase attendance, including trimester awards to recognize perfect and exemplary attendance.. There are several incentive-based programs to recognize and encourage good attendance. We consistently send attendance letters to students who are chronically absent/tardy, as well as those approaching chronic status, and then hold SART meetings with parents to develop a plan to support the family.

**Closed Campus** - Our campus remains closed at all times. The front office door is the only door that remains open during the school day. All classroom doors remain locked during the school day.

**Middle School & Elementary Campus layout** - The campus is structured so that during kindergarten classes are separated from other grades. They enter campus first and are offered breakfast before other students arrive. Kindergarteners have their own restroom and an enclosed playground area. Primary grades 1-3 classrooms are located on the lower quad with bathrooms available for primary students only. Upper grades 4-8 are housed in portable classrooms and utilize bathrooms in the MPR, with special 7th-and 8th-grade-only restrooms available as well.

**Classroom Environment** - All classrooms are set up to promote safety and comfort for students. Desks, tables, and chairs are arranged to have a clear pathway for entry and exit. All classrooms are equipped with a "calming area," which has items selected to promote a calm place for students when they need to regroup in order to reconnect with the classroom lessons as quickly as possible.

**Graffiti Removal/Vandalism Repair** - Our custodian does an early morning daily surveillance of the campus and removes/ repairs any graffiti/vandalism discovered before students arrive for the day. The proctors make consistent restroom checks throughout the day to ensure the safety of students and note any graffiti or vandalism that may have occurred during the school day. Admin and the custodian are made aware if anything is found, and it is documented and removed.

**Restorative Practices** - Most staff members have been trained in Restorative Practices, which aim to promote positive classroom and school culture. In the event of a traumatic or harmful situation, Restorative Practices are implemented to build relationships and community, reduce misbehavior, and improve school culture by resolving conflict, repairing harm, and healing relationships.

**Emergency Procedures for Students with Disabilities** - Students who are sensitive to sound are coached before drills about staying calm and provided with headphones, which are used during our emergency drills. Edison works with students' health plans to ensure they are supplied with what is needed from the health office during drills.

**Communication** - All teachers of grades TK-5 use ClassDojo to communicate regularly with parents; All teachers of grades 6-8 use Parent Square for individual family communication. Weekly Sunday evening messages are sent to all families to ensure regular communication. A monthly newsletter is shared with all families, and a school marquee displays upcoming events to the community as well.

**Transportation** - buses have access to the parking lot for pickup/dropoffs; access to the parking lot is limited throughout the day and closed during pickup/dropoff to ensure pedestrian safety.



## ASSESSMENT OF SCHOOL CRIME

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*The School Safety Planning Committee shall make an assessment of the current status of school crime committed on campus and at school-related functions and of appropriate strategies and programs that will provide or maintain a high level of school safety. (Ed. Code 32282)*

While the School Safety Planning Committee reviews school, district and community crime data trends such as the California Safe School Assessment, other data can bring value to the discussions. Such data may include:

- ◆ Mental Health Data
- ◆ State, District or Site Surveys (such as the Youth Risk Behavior Survey)
- ◆ Disciplinary Data
- ◆ Community Law Enforcement Data

Data may be more valuable if disaggregated by gender, age, zip code, ethnicity, etc. Current trends should be reviewed as well.

**Based on data analysis**, the School Safety Planning Committee identifies two or more safety-related goals for the next school year as well as the strategies and/or programs that will be used to meet those goals. The objective is to provide meaningful goals in order to improve the campus climate.

The goals are reported, with the Safety Plan, to the Board of Trustees and are shared with the school staff and community. In order to keep the goals as a safety focus for the school year, it is recommended that meetings be held to review data and progress. The progress can be reported to the School Site Council, staff, parent groups and the Board of Trustees. The year-end assessment should be completed in May and reported upon.

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## Suspension and Expulsion Data

Year	2021-22	2022-23	2023-24
Suspensions	.7	.7	.9
Expulsion	0	0	0

The School Site Council/School Safety Planning Committee assessed the above expulsion and suspension data and came to the following conclusions:

Our data shows that we have minimally suspended students over the past 3 years.

# Safe School Survey

What are Needs of School, Staff, and Students? Please check mark where appropriate.

## Assure a Safe Physical Environment

Improve safety of school grounds		Improve ingress/egress routes
Improve safety of buildings/classrooms		Improve safety of field/equipment
Improve internal security	X	Prepare students and staff for crisis emergencies
Improve exterior and/or perimeter security		Prevent and reduce vandalism and graffiti
Improve dropping off/picking up students		Prevent weapons on campus

## Provide each Student with Resiliency Skills (Expectations, Caring and Participation) by enhancing:

	Community service opportunities		Problem solving skills
X	Parent involvement	X	Autonomy (sense of self/identity)
	Alternatives to violence		Sense of purpose and future
X	Good Communication skills		Participation in academic activities
X	Character/value education		High academic self-expectations
	Social competence		Other: Asset Building

## Assure a Safe, Respectful Accepting, and Emotionally Nurturing Environment by promoting:

X	Positive structure in classroom	X	Prevention and intervention strategies
X	Fair, consistent discipline and consequences		Anti-bullying/hazing
X	Acceptance of diversity		Ongoing staff development
	Drug-Free school	X	Attendance enhancement
	Parent Involvement		Gang suppression
	Nurture positive self-esteem		Effective teacher/student relationships
X	High behavior expectations		Suicide prevention/response plans
X	Conflict resolution skills	X	Extra-curricular activities
	Anger Management	X	Student recognition
	Personal and social responsibility	X	Supervision of students across all settings
	Collaboration among agencies, law enforcement and judicial system	X	Student support
X	Participation in and collaboration of parents/students/community		Other



# ENSURING A SAFE AND ORDERLY ENVIRONMENT

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## Safety Plan Annual Assessment Goals

The *Safe Schools: A Planning Guide for Action* document created by the California Department of Education and Office of Attorney General fully describes how to develop this section of the Comprehensive School Safety Plan. School sites should develop **Goals, Objectives** and **Action Steps** which can be implemented throughout the year in order to improve school safety, security and emergency preparedness. Each site must include **at least** one (1) goal with objectives and actions steps for each of two components:

**Component 1 – People and Programs:** This component focuses on creating a caring school climate, where students feel wanted and needed, they believe that their participation makes a difference and they are safe to express themselves.

**Component 2 – Places and Physical Environment:** This component focuses how the school site fosters security and safety through technology, lighting, policies, rooms and furnishings, emergency procedures, ingress/egress, environmental design, graffiti removal and other elements of the physical environment.

After analyzing data, resources, and desired areas of change, Edison Academy has determined that the following priorities for action are necessary to create a safe, secure campus and a positive learning environment emphasizing responsible and respectful behavior.

**Goal 1: (People and Programs)** Promote a safe, respectful, and inclusive school culture by ensuring all students and staff understand and consistently follow school-wide expectations.

**Strategy 1.1:**

At the start of each school year, continue PBIS rotations for grades 1–8 with explicit teaching, modeling, and checks for understanding of school-wide expectations at multiple stations across campus.

**Strategy 1.2:**

Increase two proctors from 2 hours of coverage to 2.5 to accommodate the adjusted master schedule and ensure adequate supervision and coverage.

**Baseline Data 1.1:**

During the 2024–25 school year, referrals related to inappropriate behavior and failure to follow expectations were concentrated in unstructured areas.

**Assessment 1.1:**

Track Office Discipline Referrals (ODRs) each trimester to monitor decreases in expectation-related incidents, especially in unstructured areas.

**Assessment 1.2:**

Gather teacher and student feedback regarding PBIS rotations in order to evaluate clarity of expectations and adjust instruction as needed.

**Assessment 1.3:**

**Assessment 1.4:**

**Assessment Data 1.1:**

**Goal 2: (Places and Physical Environment)** Ensure safe and orderly lunch and recess environments that support positive behavior and student well-being.

**Strategy 2.1:**

Increase staggered transitions in the master schedule during lunch to 10 minutes in order to reduce congestion and rushed movement. Use the reconfigured cafeteria seating and traffic flow plan to improve visibility, supervision, and communication among students and staff.

**Baseline Data 2.1:**

In 2024–25, lunch and playground areas accounted for a high number of ODRs related to unsafe movement, conflicts, and supervision challenges. Structural and staffing changes have been made to address these issues, including altered traffic flow, additional proctors, and a new shade structure.

**Assessment 2.1:**

Conduct supervision team check-ins monthly to assess effectiveness of staggered transitions, table layout, and shade usage.

**Assessment 2.2:**

During PBIS committee meetings, review ODR data to evaluate lunch/recess safety at mid-year and end-of-year.

**Assessment 2.3:**

**Assessment Data 2.1:**

# SCHOOLWIDE DRESS CODE AND GROOMING CODE

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Edison Academy adheres to the Ontario-Montclair School District Schoolwide Dress Code and Grooming Code Policy as follows:

## **Ontario-Montclair SD Board Policy Dress And Grooming**

**BP 5132  
Students**

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

(cf. 4119.22/4219.22/4319.22 - Dress and Grooming)

District and school rules pertaining to student attire shall be included in student handbooks, may be posted in school offices and classrooms, and may be periodically reviewed with all students as necessary.

Students shall not be prohibited from dressing in a manner consistent with their gender identity or gender expression or with their religious or cultural observance.

(cf. 5145.3 - Nondiscrimination/Harassment)  
(cf. 5145.7 - Sexual Harassment)

In addition, the dress code shall not discriminate against students based on hair texture and protective hairstyles, including, but not limited to, braids, locks, and twists. (Education Code 212.1)

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

(cf. 0410 - Nondiscrimination in District Programs and Activities)  
(cf. 0415 - Equity)  
(cf. 5145.2 - Freedom of Speech/Expression)

School administrators, teachers, and other staff shall be notified of appropriate and equitable enforcement of the dress code.

(cf. 4131 - Staff Development)  
(cf. 4231 - Staff Development)  
(cf. 4331 - Staff Development)

When practical, students shall not be directed to correct a dress code violation during instructional time or in front of other students.

Repeated violations or refusal to comply with the district's dress code may result in disciplinary action.

(cf. 5144 - Discipline)



## Gang-Related Apparel

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

The dress code policy may be included in the school's comprehensive safety plan. (Education Code 35183)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5136 - Gangs)

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

## Uniforms

The Board may approve a school-initiated dress code requiring students at the school to wear a school uniform whenever the Board determines that such a dress code will promote student achievement, a positive school climate, and/or student safety.

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. (Education Code 35183)

## Legal Reference:

### EDUCATION CODE

212.1 Nondiscrimination based on race or ethnicity

220 Nondiscrimination

32281 School safety plans

35183 School dress codes; uniforms

35183.5 Sun-protective clothing

48907 Student exercise of free expression

49066 Grades; effect of physical education class apparel

### COURT DECISIONS

Jacobs v. Clark County School District (2008) 26 F. 3d 419

Harper v. Poway Unified School District (2006) 445 App. 3d 166

Marvin H. Jeglin et al v. San Jacinto Unified School District et al (C.D. Cal. 1993)

827 F.Supp. 1459

Arcadia Unified School District v. California Department of Education (1992) 2 Cal. 4th 251

Hazelwood School District v. Kuhlmeier (1988) 108 S. Ct. 562

Hartzell v. Connell (1984) 35 Cal. 3d 899

Tinker v. Des Moines Independent Community School District (1969) 393 U.S. 503

Policy ONTARIO-MONTCLAIR SCHOOL DISTRICT

adopted: February 6 ,2020 Ontario, California

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# School Site Dress Code

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## Edison Academy Specific Information

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 shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students. **Verbiage must include the prohibition of "gang-related" apparel.**

Shoes must be securely fastened and worn at all times. Flip flops, backless, open-toed shoes/sandals, or Crocs are prohibited. Heels, platforms, or wedges greater than 2 inches in height are prohibited.

Clothing must generally conceal undergarments and the stomach when walking normally. See-through tops, strapless tops, spaghetti straps, off-the-shoulder tops, low-cut tops, crop tops, or shirts with large arm holes are prohibited.

Bottoms should fully cover the buttocks when moving. Bottoms must be worn securely, and undergarments should not be visible.

Headwear shall not pose a distraction to others or the instructional program. Headwear shall be worn in a safe manner and shall not cover the face or obstruct a student's vision.

Clothing, jewelry, hats, and personal items (backpacks, fanny packs, gym bags, etc.) shall not depict offensive, vulgar, profane, sexually suggestive, or violent content and should be free of writing, pictures, or any other insignia that are gang-related, or that contains drug, alcohol, or tobacco company advertising, promotions, and likenesses, or which advocate racial, ethnic, or religious prejudice as determined by site administration.

Hairstyles, nails, and makeup shall not pose a distraction to instruction and shall not adversely impact a student's ability to see during the instructional day. Nails should not prohibit full participation in any school activities.

Sunglasses shall only be worn outdoors.

Any jewelry that may present a safety hazard is not suitable for school.

## SAFE INGRESS/EGRESS

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Identify evacuation routes and assembly location based on the potential school needs during an emergency. Check the boxes below to indicate your school's progress.

- X      **On-Campus Evacuation/Assembly Location**  
Review your school site layout and determine where the safest outdoor location is on campus to assemble your students and staff.
- X      **Off-Campus Evacuation/Assembly Location**  
Determine if there is a facility close to your school that can potentially house your staff and student body.
- Memorandum of Agreement**  
Establish a memorandum of agreement with the evacuation site(s).
- X      **Evacuation Routes**  
Include maps of evacuation routes for classrooms and all other buildings on campus.
- X      **Document**  
Document the Evacuation/Assembly locations in your School Emergency Response Plan. \*\*\*\*\*IS THERE A PLACE FOR MAPS TO BE INSERTED?\*\*\*\*\*

Safe ingress and egress procedures are critical for school sites. In this section, school sites should list how they facilitate safe ingress and egress for pedestrians, cyclists, and vehicles during daily operations, and also how this is facilitated during emergency situations or extreme weather.

### Edison Elementary School Specific Information

Our school is active in utilizing Safe Routes to School program.

Name of Safe Routes to School Program Coordinator:

Describe school procedures for creating safe ingress and egress for normal day operations, including supervision of students.

#### INGRESS:

The city provides two (2) crossing guards starting at 7 am who are posted at the intersection of 6th and Sultana to assist students and families in navigating the four-way stop safely. A total of two (2) Edison staff members are stationed on 6th Street and Sultana, respectively, to greet students at morning drop-off starting at 7:30 am, which is when the first students gain entry. Additionally, there are two (2) staff members at the main gate greeting students as they enter campus. Cars travel north on Sultana and drop students off at the drop-off lane on the east side of the street. Signs reminding drivers to pull forward, to stay in their cars, and to have students exit the line at the curb are posted along the drop-off lane. Cars travel west on 6th street and drop off students on the north side of the street, again with signs containing safety reminders. Many families park on nearby streets and walk their children to the gates. Parents are encouraged by staff to use the crosswalks as they near campus.

Breakfast is served to Kindergarten students first, starting at 7:30 am, at which time they are able to enter campus. Kinder students who arrive at school and do not receive breakfast are lined up at the gate and enter with their teachers at 7:45. All other students enter the gate at 7:30 am. If non-kinder students arrive before 7:30, they are held in a waiting area until 7:30, which is supervised by one staff member starting at 7 am and then another at 7:15.



After 7:30, all students can enter campus and proceed to the appropriate areas, which are supervised by numerous Edison Staff members.

**EGRESS:**

AM kinder classes dismiss at 12:15 pm at the south gate facing 6th street. There is a locked gate that the teachers open upon their arrival. Parents walk up to the gate and sign their students out with the teacher. 1st - 8th-grade students are dismissed at 2:40 pm. All teachers walk their students off-campus to designated pick-up areas. The south 6th Street gate is exited by 1st and 2nd-grade students, which is supervised by a staff member. The office gate is used for exiting 3rd and 4th-grade classes and is supervised by a staff member, and the MPR gate just north of the kinder playground is where 5th - 8th-grade students exit and is supervised by two (2) staff members.

Parents of 1st-4th grade were given a map to show where their child's teacher would be walking their students to wait for them on the 6th-Street sidewalk, and teachers dismiss students to parents and make verbal and/or eye contact before releasing them. Any students walking home are dismissed by the teacher. The 5th-8th-grade students are escorted to the sidewalk on Sultana by their classroom teachers and then supervised by seven (7) staff members along Sultana. On Sixth Street, in addition to the 1st-4th-grade teachers who supervise their own students, there are two (2) additional staff members stationed to provide additional supervision. Parents use the same drop-off car lanes for pick-up and are again encouraged by staff to use the crosswalks.

Describe school procedures for creating safe ingress and egress during an emergency situation.

In an emergency situation, students assemble in the emergency assembly area near the playground on the open field. All gates remain locked. The Emergency Response Teams assemble. The Incident Command Center which is headed by the Principal and AP will analyze the nature of the emergency and the following teams will man their stations: The Emergency Assembly Supervisor will work with teachers and students in the assembly area to ensure all classes are accounted for and that role is taken. The Search and Rescue Team will disburse if necessary. The Security Team will make a presence at the Reunification Gate and help maintain order with families as they arrive to get their children. First Aid and Mental Health teams will assist as needed. If students are being released to parents the Student Release and Reunification Team will begin that process.

# Procedures for Conducting Tactical Responses to Criminal Incidents

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Edison Academy adheres to the Ontario-Montclair School District procedures for conducting tactical responses to criminal incidents

Effective January 1, 2019, AB 1747 requires the inclusion of procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions in the Comprehensive School Safety Plan.

## ACTIVE SHOOTER OR OTHER ACTIVE ASSAILANTS

All Ontario-Montclair School District sites adhere to the standardized procedures for Lockdown and Active Shooter and other Active Assailant listed in this plan if there is an active shooter, individual with a weapon on campus or other possible violent crime.

## THREATS

If a threat is made or if there is a weapon found on campus, the Threat Assessment team (consisting of multi-disciplinary personnel, including but not limited to administration, counselors, mental health professionals, Information Technology professionals and law enforcement) will conduct the following steps:

- Evaluate the threat

## THEN

- Decide if the threat is clearly transient and respond to the transient threat
  - Contact student's parents if necessary.
  - Notify intended victim's parents if necessary.
  - See that threat is resolved through explanation, apology or making amends.
  - Consult with District Personnel & Law Enforcement if necessary.
  - Refer for conflict mediation, restorative justice or counseling to resolve problem as appropriate.
  - Follow discipline procedures as per BP/AR.
  - Develop Behavior Intervention Plan or Behavior Contract as appropriate.

## OR

Decide if the substantive threat is serious and respond to the serious substantive threat.  
Mobilize threat assessment team members as needed.  
Contact student's parents.  
Notify intended victim's parents.  
Protect and notify intended victim and parents of victim.  
Caution the student about the consequences of carrying out the threat.  
Provide direct supervision of student until parents assume control

- Consult with District Personnel and Law Enforcement
- Refer for conflict mediation, restorative justice or counseling to resolve problem is appropriate
- Follow discipline procedures as per BP/AR
- Develop Behavior Intervention Plan

## OR

- Decide if the substantive threat is very serious and respond to the very serious substantive threat
  - Mobilize threat assessment team members as needed.
  - Contact student's parents
  - Notify intended victim's parents
  - Protect and notify intended victim and parents of victim
  - Caution the student about the consequences of carrying out the threat
  - Provide direct supervision of student until parents assume control
  - Consult with District Personnel and Law Enforcement
  - Conduct mental health assessment
  - Follow discipline procedures as per BP/AR
  - Develop Behavior Intervention Plan

## AND

- Implement a safety plan

## OTHER CRIMES

If other crimes are committed on campus such as thefts and vandalism school administration, risk management and other needed resources along with law enforcement will conduct an investigation. Depending on the investigation outcomes, administration will follow Ontario-Montclair School District procedures for discipline and will assist in any necessary prosecution procedures through the District Attorney's office.



# PROCEDURES TO ASSESS AND RESPOND TO DANGEROUS, VIOLENT AND UNLAWFUL ACTIVITY

Edison Academy adheres to the Ontario-Montclair School District procedures to assess and respond to dangerous and unlawful activity.

The Ontario-Montclair School District and Edison Academy are committed to assessing and responding appropriately to dangerous, violent and unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school or on a school bus serving the school.

The "Assessment of the Current Status of School Crime and Safety" along with the "Risk Assessment" portions of this plan help the school identify the types of violent and unlawful activity and the potential for such activities. These assessments are used to identify the need for training, resources, equipment and strategies to mitigate, prevent, prepare for, respond to and recover from violent and unlawful activity. Using these assessments, Goals and Objectives are written to improve response to such activity.

School administration, safety committee, risk management and other needed resources along with law enforcement may conduct an investigation into violent, dangerous and unlawful activities. Depending on the investigation outcomes, administration will follow Ontario-Montclair School District procedures for discipline and will assist in any necessary prosecution procedures through the District Attorney's office.

The Edison Academy adheres to the following Law Enforcement Notification Matrix in

CALL 911	CALL for Law Enforcement (911 if immediate danger - Dispatch if non-emergency)	Notification to Law Enforcement (911 if immediate danger - Dispatch if non-emergency)
<ul style="list-style-type: none"> <li>Bomb threat/Suspicious package</li> <li>Firearm on campus</li> <li>Explosive on campus</li> <li>Fire</li> <li>Immediate risk of harm to student(s) and/or staff</li> <li>Intruder on campus</li> <li>Medical emergency</li> <li>Possible abduction</li> </ul>	<ul style="list-style-type: none"> <li>Assault with a dangerous weapon and/or resulting in great physical injury (EC 48902) <ul style="list-style-type: none"> <li>Loss of consciousness; concussion; bone fracture; protracted loss or impairment of function of any bodily member or organ; a wound requiring extensive suturing; disfigurement</li> </ul> </li> <li>Report of sexual assault or battery (Grades 4-12) (EC 48902) <ul style="list-style-type: none"> <li>Touching an intimate part of another person, against the person's will, for the specific purpose of sexual gratification, sexual arousal, or sexual abuse</li> </ul> </li> <li>Homicidal threat (Grades 6-12) (EC 49390) <ul style="list-style-type: none"> <li>Any action that creates a <b>reasonable suspicion</b> that the student is preparing to commit a homicidal act related to school or a school activity</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Physical attack, assault or threat toward employee (EC 44014)</li> <li>Possession of controlled substance (EC 48902)</li> <li>Possession of other dangerous weapon (EC48902) <ul style="list-style-type: none"> <li>dirk, dagger, ice pick, knife having a blade longer than 2 1/2 inches, folding knife with a blade that locks into place, razor with an unguarded blade, taser, or stun gun, any instrument that expels a metallic projectile, such as a BB or a pellet.</li> </ul> </li> </ul>

# OPIOID & FENTANYL OVERDOSE PREVENTION & RESPONSE

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## PREVENTION

Edison Academy primary goal in the fight against opioids and fentanyl use is prevention.

Edison Academy will use the following prevention strategies:

- Distribute materials to and/or discuss with students' content conducive to preventing drug use/abuse such as, but not limited to:
  - How opioids and fentanyl affect the body's systems.
  - Refusal strategies
  - The signs and symptoms of use/abuse
  - The science of addiction
- Distribute safety advice to families regarding opioid overdose prevention.
- Creating a supportive, safe and orderly environment conducive to learning by regularly assessing school climate and using data to develop goals and objectives to address gaps.
- Providing training to staff on building protective factors in students, as well as recognizing the signs and symptoms of use/abuse.
- Add additional strategies used at the school.

## FIVE ESSENTIAL STEPS FOR INDIVIDUALS RESPONDING TO POSSIBLE OVERDOSE

The following was developed and taken from The Department of Health and Human Services, Substance Abuse and Mental Health Services Administration document [SAMHSA Opioid Overdose Prevention Toolkit](#).

Overdose is common among persons who use illicit opioids such as heroin and among those who misuse medications prescribed for pain such as oxycodone, hydrocodone, methadone, buprenorphine, and morphine. The incidence of opioid overdose is rising nationwide. In 2016, more than 42,000 of the drug overdose deaths in the United States involved some type of opioid, including heroin.

To address the problem, emergency medical personnel, health care professionals, school personnel, people who use drugs, and other community members who may witness and respond to an overdose are being trained in the use of the opioid antagonist medication naloxone, which can reverse the potentially fatal respiratory depression caused by opioid overdose. (Note that naloxone has no effect on non-opioid overdoses, such as those involving cocaine, benzodiazepines, or alcohol.

The steps outlined in this section are recommended to reduce the number of deaths resulting from opioid overdoses.

### STEP 1: EVALUATE FOR SIGNS OF OPIOID OVERDOSE

Signs of **OVERDOSE**, which often results in death if not treated, include:



- Unconsciousness or inability to awaken.
- Slow or shallow breathing or breathing difficulty such as choking sounds or a gurgling/snoring noise from a person who cannot be awakened.
- Fingernails or lips turning blue/purple.

If an opioid overdose is suspected, stimulate the person:

- Call the person's name.
- If this doesn't work, vigorously grind knuckles into the sternum (the breastbone in middle of chest) or rub knuckles on the person's upper lip.
- If the person responds, assess whether he or she can maintain responsiveness and breathing.
- Continue to monitor the person, including breathing and alertness, and try to keep the person awake and alert.

If the person does not respond, call 911, provide rescue breathing if the person is not breathing on their own, and administer one dose of naloxone.

## STEP 2: CALL 911 FOR HELP

### AN OPIOID OVERDOSE NEEDS IMMEDIATE MEDICAL ATTENTION.

An essential step is to get someone with medical expertise to see the person as soon as possible. If no emergency medical services (EMS) or other trained personnel is on the scene, activate the 911 emergency system immediately. All you have to say is "Someone is unresponsive and not breathing." Be sure to give a specific address and/or description of your location. After calling 911, follow the dispatcher's instructions. If appropriate, the 911 operator will instruct you to begin CPR (technique based on rescuer's level of training).

## STEP 3: ADMINISTER NALOXONE

If the person overdosing does not respond within 2 to 3 minutes after administering a dose of naloxone, administer a second dose of naloxone.

Naloxone should be administered to anyone who presents with signs of opioid overdose or when opioid overdose is suspected. Naloxone is approved by the Food and Drug Administration (FDA) and has been used for decades by EMS personnel to reverse opioid overdose and resuscitate individuals who have overdosed on opioids. Research has shown that women, older people, and those without obvious signs of opioid use disorder are undertreated with naloxone and, as a result, have a higher death rate. Therefore, it is also important to consider naloxone administration in women and the elderly found unresponsive with opioid overdose.

Naloxone can be given by intranasal spray and by intramuscular (into the muscle), subcutaneous (under the skin), or intravenous injection.

**Edison Academy uses intranasal spray.**

All naloxone products are effective in reversing opioid overdose, including fentanyl-involved opioid overdoses, although overdoses involving potent (e.g., fentanyl) or large quantities of opioids may require more doses of naloxone.

**DURATION OF EFFECT.** The duration of effect of naloxone depends on dose, route of administration, and overdose symptoms and is shorter than the effects of some opioids. The goal of naloxone therapy should be to restore adequate spontaneous breathing, but not necessarily complete arousal.



More than one dose of naloxone may be needed to revive someone who is overdosing. People who have taken longer acting or more potent opioids may require additional intravenous bolus doses or an infusion of naloxone.

Comfort the person being treated, as withdrawal triggered by naloxone can feel unpleasant. Some people may become agitated or confused, which may improve by providing reassurance and explaining what is happening.

**SAFETY OF NALOXONE.** The safety profile of naloxone is remarkably high, especially when used in low doses and titrated to effect. When given to individuals who are not opioid intoxicated or opioid dependent, naloxone produces no clinical effects, even at high doses. Moreover, although rapid opioid withdrawal in opioid-tolerant individuals may be unpleasant, it is not life threatening.

Naloxone can be used in life-threatening opioid overdose circumstances in pregnant women.

The FDA has approved an injectable naloxone, an intranasal naloxone, and a naloxone auto-injector as emergency treatments for opioid overdose. People receiving naloxone kits that include a syringe and naloxone ampules or vials should receive brief training on how to assemble and administer the naloxone to the victim. The nasal spray is a prefilled, needle-free device that requires no assembly and that can deliver a single dose into one nostril. The auto-injector is injected into the outer thigh to deliver naloxone to the muscle (intramuscular) or under the skin (subcutaneous). Once turned on, the currently available device provides verbal instruction to the user describing how to deliver the medication, similar to automated defibrillators. Both the nasal spray and naloxone auto-injector are packaged in a carton containing two doses to allow for repeat dosing if needed.

**FENTANYL-INVOLVED OVERDOSES.** Suspected opioid overdoses, including suspected fentanyl-involved overdoses, should be treated according to standard protocols. However, because of the higher potency of fentanyl and fentanyl analogs compared to that of heroin, multiple doses of naloxone may be required to reverse the opioid-induced respiratory depression from a fentanyl-involved overdose.

Many anecdotes report more rapid respiratory depression with fentanyl than with heroin, although other reports do not reflect such rapid depression.

Because of these effects, quicker oxygenation efforts and naloxone delivery may be warranted with fentanyl-involved overdoses compared with heroin-only overdoses. However, naloxone is an appropriate response for all opioid overdoses, including fentanyl-involved overdoses.

## **STEP 4: SUPPORT THE PERSON'S BREATHING**

Ventilatory support is an important intervention and may be lifesaving on its own. Rescue breathing can be very effective in supporting respiration, and chest compressions can provide ventilatory support.

Rescue breathing for adults involves the following steps:

- Be sure the person's airway is clear (check that nothing inside the person's mouth or throat is blocking the airway).
- Place one hand on the person's chin, tilt the head back, and pinch the nose closed.
- Place your mouth over the person's mouth to make a seal and give two slow breaths.
- Watch for the person's chest (but not the stomach) to rise.
- Follow up with one breath every 5 seconds.

Chest compressions for adults involve the following steps:



- Place the person on his or her back.
- Press hard and fast on the center of the chest.
- Keep your arms extended.

## STEP 5: MONITOR THE PERSON'S RESPONSE

All people should be monitored for recurrence of signs and symptoms of opioid toxicity for at least 4 hours from the last dose of naloxone or discontinuation of the naloxone infusion. People who have overdosed on long-acting opioids should have more prolonged monitoring.

Most people respond by returning to spontaneous breathing. The response generally occurs within 2 to 3 minutes of naloxone administration. (Continue resuscitation while waiting for the naloxone to take effect.) Because naloxone has a relatively short duration of effect, overdose symptoms may return. Therefore, it is essential to get the person to an emergency department or other source of medical care as quickly as possible, even if the person revives after the initial dose of naloxone and seems to feel better.

**SIGNS OF OPIOID WITHDRAWAL.** The signs and symptoms of opioid withdrawal in an individual who is physically dependent on opioids may include body aches, diarrhea, tachycardia, fever, runny nose, sneezing, piloerection (gooseflesh), sweating, yawning, nausea or vomiting, nervousness, restlessness or irritability, shivering or trembling, abdominal cramps, weakness, tearing, insomnia, opioid craving, dilated pupils, and increased blood pressure. These symptoms are uncomfortable, but not life threatening. After an overdose, a person dependent on opioids should be medically monitored for safety and offered assistance to get into treatment for opioid use disorder.

If a person does not respond to naloxone, an alternative explanation for the clinical symptoms should be considered. The most likely explanation is that the person is not overdosing on an opioid but rather some other substance or may be experiencing a non-overdose medical emergency.

In all cases, support of ventilation, oxygenation, and blood pressure should be sufficient to prevent the complications of opioid overdose and should be given priority if the response to naloxone is not prompt.

## TRAINING FOR NALOXONE USE

Training is required prior to the administration of Naloxone. Education Code 49413.3 outlines training requirements for K-12 schools, which is required initially and then annually. Topics include:

- Techniques for recognizing symptoms of an opioid overdose
- Standards and procedures for the storage, restocking, and emergency use of Narcan
- Basic emergency follow up procedures, including but not limited to, a requirement for the school administration or designee to call emergency medical services and to contact the student's parent/guardian. Recommendations on the necessity of instruction and certification in cardiopulmonary resuscitation
- Written materials covering the information required under this subdivision

Training shall be documented through sign-in sheets and records will be maintained at the district office and the school site.

## STORAGE FOR NALOXONE

Naloxone will be stored in accordance with manufacturer's instructions to avoid extreme cold, heat, and direct sunlight. Naloxone has a shelf life of 18 months to two years and should be stored between 59 and 86 degrees Fahrenheit and should be kept away from direct sunlight. It should be stored in a secured but unlocked location, where all trained personnel shall have access to the medication. Inspection of the naloxone shall be conducted at regular intervals.

## DO'S AND DON'TS WHEN RESPONDING TO OPIOID OVERDOSE

- DO attend to the person's breathing and cardiovascular support needs by administering oxygen or performing rescue breathing and/or chest compressions.
- DO administer naloxone and utilize a second dose, if no response to the first dose.
- DO put the person in the "recovery position" on the side, if you must leave the person unattended for any reason.
- DO stay with the person and keep the person warm.
- DON'T slap or forcefully try to stimulate the person; it will only cause further injury. If you cannot wake the person by shouting, rubbing your knuckles on the sternum (center of the chest or rib cage), or light pinching, the person may be unconscious.
- DON'T put the person into a cold bath or shower. This increases the risk of falling, drowning, or going into shock.
- DON'T inject the person with any substance (e.g., saltwater, milk, stimulants). The only safe and appropriate treatment is naloxone.
- DON'T try to make the person vomit drugs that may have been swallowed. Choking or inhaling vomit into the lungs can cause a fatal injury.
- NOTE: All naloxone products have an expiration date, so it is important to check the expiration date and obtain replacement naloxone as needed.



# NALOXONE NASAL SPRAY ADMINISTRATION FLOWCHART

## NARCAN ADMINISTRATION

### 1. RECOGNIZE

#### Observe for signs of overdose:

- Pale, clammy skin
- Speech infrequent
- Not breathing or very shallow breathing
- Deep snorting or gurgling
- Unresponsive to stimuli (calling name, shaking, sternal rub)
- Slowed heart beat/pulse
- Blue lips or fingertips
- Pinpoint pupils

### 2. RESPOND

#### Immediately call for help:

- Call for help- Dial 911
  - Request Advanced Life Support
- Place the person on their back
- Tilt head
- Lift chin
- Check breathing for no more than 10 seconds
- Check to see if there is anything in their mouth blocking their airway, such as gum, toothpick, undissolved pills, syringe cap, cheeked Fentanyl patch
  - If present, remove it
- If using mask, place and hold mask over mouth and nose
- If not using mask, pinch their nose with one hand and place your mouth over their mouth
- Give 2 even, regular-sized breaths
- Blow enough air into their lungs to make their chest rise
  - If you are using a mask and don't see their chest rise, out of the corner of your eye, tilt the head back more and make sure the **seal around the mouth and nose is secure**
  - If you are not using a mask and don't see their chest rise, out of the corner of your eye, make sure you're pinching their nose
- Breathe again
- Give one breath every 5 seconds

### 4. REFER

- Have the individual transported to nearest medical facility, **even if symptoms seem to get better**
- Contact parent/guardians per school protocol
- Complete Naloxone Administration Report form
- Follow up with treatment referral recommendations

### 3. REVERSE

#### Administer Intra-Nasal Narcan:

- Tilt head back and given spray (4 mg) into one nostril
- If additional doses are needed, given in the other nostril

Give  
NARCAN  
Nasal  
Spray

**Remove** NARCAN Nasal Spray from the box.  
Peel back the tab with the circle to open the NARCAN Nasal Spray.

**Hold** the NARCAN nasal spray with your thumb on the bottom of the plunger and your first and middle fingers on either side of the nozzle.

**Gently insert the tip of the nozzle into either nostril.**

- Tilt the person's head back and provide support under the neck with your hand. Gently insert the tip of the nozzle into **one nostril**, until your fingers on either side of the nozzle are against the bottom of the person's nose.

**Press the plunger firmly** to give the dose of NARCAN Nasal Spray.  
• Remove the NARCAN Nasal Spray from the nostril after giving the dose.



- Place person in recovery position (**lying on their side**)
- Stay with the person until help arrives
- Maintain airway, monitor circulation, start CPR as necessary
- Seize all illegal and/or non-prescribed opioid narcotics found on victim and process in accordance with school district protocols

## Edison Elementary School Emergency Response Team Personnel

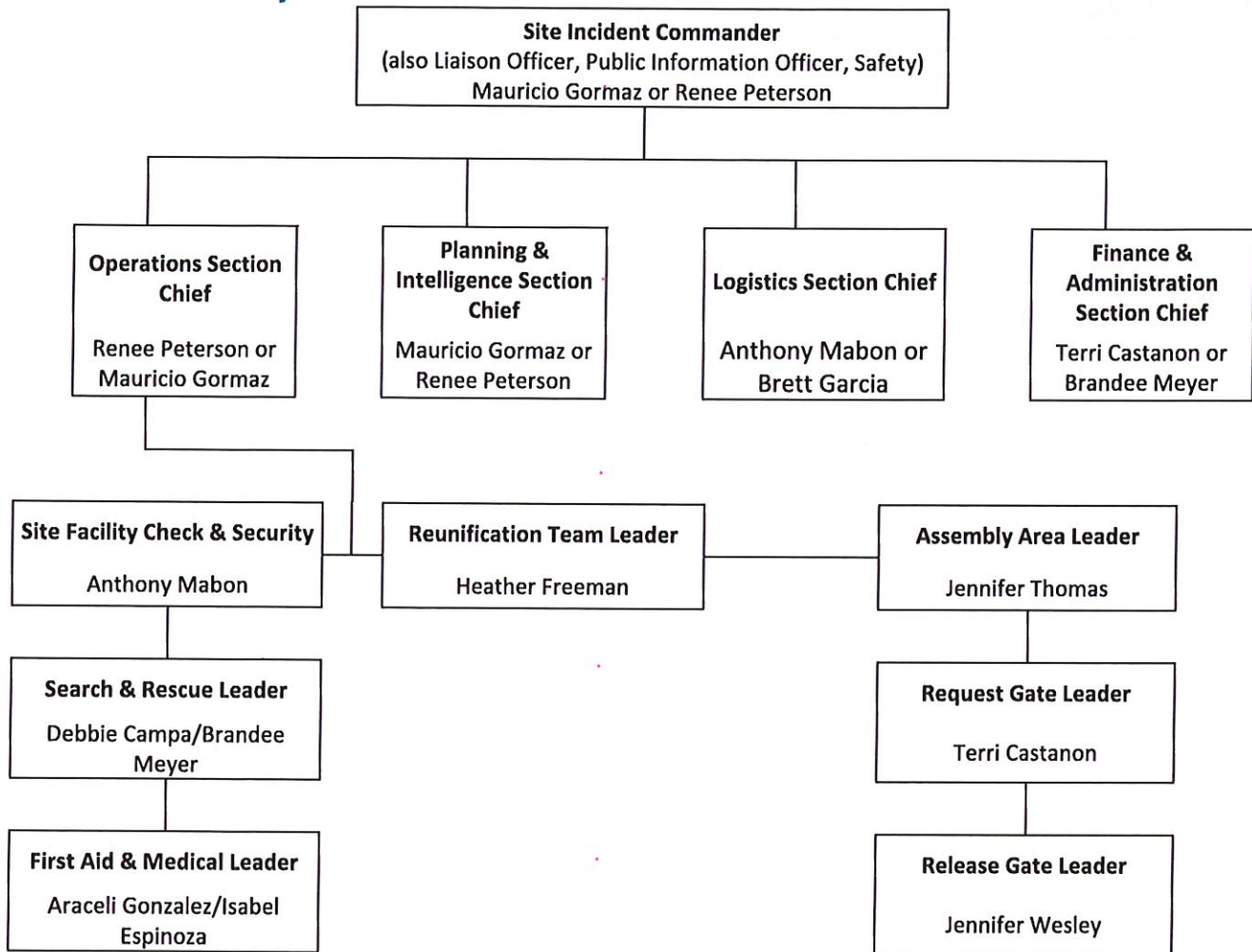
Position	Staff
Site Incident Commander Safety Officer Public Information Officer Liaison Officer	Mauricio Gormaz or Renee Peterson
Planning Section Chief	Mauricio Gormaz or Renee Peterson
Logistics Section Chief	Anthony Mabon or Brett Garcia
Finance & Administration Section Chief	Terri Castanon or Brandee Meyer
Operations Section Chief	Renee Peterson or Mauricio Gormaz
Site Facility Check & Security	Anthony Mabon
Search & Rescue: Leader	Debbie Campa/Brandee Meyer
S&R Team A	A) Brian McNeely B) Misty Rivera C) Stacey Covarrubias
S&R Team B	A) Christine Centeno B) Tommy Lopez C) Piedad Valdez
S&R Team C	A) Jennifer Syverson B) Amber Zajicek C) Dayana Ramirez
First Aid & Medical: Leader	Araceli Gonzalez/Isabel Espinoza
First Aid Team A	A) Destinee Lucero B) AINETTE RUBIO C) Lynda Vo
First Aid Team B	A) Breanna Gonzalez B) Marth Jennings C) Jennifer Beck
Reunification Team Leader	Heather Freeman
Assembly Area Leader	Jennifer Thomas
Request Gate Leader	Terri Castanon
Request Gate Team	A) Alma Tilly B) Maria Carmen Barajas C) Christina Birdwell
Release Gate Leader	Jennifer Wesley
Release Gate Team	A) Carina Gomez Jimenez

	B) Lucy Rayos
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# Incident Command Team Organizational Chart

## Edison Elementary School



# Appendix E - FIRE PREVENTION & EMERGENCY PROCEDURES

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# EMERGENCY EVACUATION

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## GENERAL INFORMATION

In an emergency, local officials may issue either an Evacuation Warning or an Evacuation Order:

**Evacuation Warning:** The alerting of people in an affected area of potential threat to life and property. An Evacuation Warning considers the probability that an area will be affected within a given timeframe and prepares people for a potential Evacuation Order. Evacuation Warnings are particularly necessary when dealing with a variety of issues such as large school populations or people with disabilities and access and functional needs. In a fast moving fire there may not be time for first responders to issue an Evacuation Warning (prepare to evacuate).

**Evacuation Order:** Requires immediate movement of people out of an affected area due to an imminent threat to life.

Once an Evacuation Warning or Order has been issued, school administrators should listen to and comply with directions provided by law enforcement to maintain a safe and streamlined evacuation process.

Communicating emergency evacuation plans with parents and staff in advance of an emergency is crucial.

**Site Reunification Plan:** See the Site Reunification Plan in Comprehensive School Safety Plan, Appendix C

## Edison Elementary School FIRE EMERGENCY EVACUATION PLAN

This section is intended to provide an overview of procedures to follow when an emergency external evacuation becomes necessary.

- ◆ Call the Superintendent's Office to make notification of planned evacuation and/or seek guidance for logistics.
- ◆ Either contact or ensure a district office employee contacts the evacuation site (OMSD School or other determined location) to discuss arrival and reunification with parents.
- ◆ Notify Transportation if buses are needed.
- ◆ Notify ALL staff of necessary evacuation preparation steps.
  - Gather emergency backpack/classroom supplies, specifically Emergency Cards.
  - Any hazard areas/areas to avoid when evacuating, etc.
  - Unplug all electrical items in classrooms and offices, if time.
  - Process for accountability (when and how to take attendance).
  - Give students specific instructions on actions to be taken (bus number, what to do once at evacuate site, etc.).
  - **Custodians:** Ask fire department if you should turn off the gas and water (to provide more water pressure for hydrants).
- ◆ Make notifications to parents/guardians (**Blackboard Connect, Remind, etc.**). Call Executive Assistant to the Superintendent at **extension 10445** for assistance in communication with parents, guardians and the larger community.
- ◆ Office staff should gather emergency supplies, specifically the Command Box and Emergency Cards.
- ◆ Use the Site Reunification Plan in Comprehensive School Safety Plan, Appendix C as necessary
- ◆ Use the Evacuation Planning for Special Needs document in Comprehensive School Safety Plan, Appendix B, as necessary.



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# VOLUNTARY EVACUATION, UNPLANNED EARLY DISMISSAL OR PRECAUTIONARY CLOSURES

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## General Information

In evolving situations, local authorities may not issue an evacuation warning or order early in the event, only to do so later when the event poses a greater threat. To best ensure the safety of staff and students, school administrators should work in conjunction with local fire and law enforcement to evaluate these events relative to the school's unique characteristics, such as facility age and construction, transportation dependencies, ingress and egress options and capacity, level of defensible space around your structures, and surrounding topography. It may be best for some schools to issue an early dismissal and voluntarily evacuate due to unique characteristics and circumstances.

Occasionally, an unforeseeable event or emergency may require the closing of a school for a period of time. The decision to close schools, or alter opening and closing times is made by the superintendent of the school district. This decision may be made in consultation with the National Weather Service and first responder agencies. Notification of emergency closings should be given as soon as possible so parents and guardians can make arrangements for students to be cared for during these times. The decision to close schools is based on many considerations, the most important of which is the safety of students, staff, parents, and others in the community.

If the decision is made to initiate an early dismissal and voluntarily evacuate the school due to a potential fire threat, please refer to Voluntary Evacuation/Unplanned Early Dismissal/Precautionary Closure in this plan.

Communicating voluntary evacuation/early dismissal plans with parents and staff is crucial. Please refer to Emergency Communications Plan.

## Edison Academy Voluntary Evacuation, Unplanned Early Dismissal or Precautionary Closure Procedures

During fast moving fires or "no notice" events it may be necessary for school administrators to initiate an evacuation without a direct order from first responders. School administrators should consider, in advance, the circumstances that may necessitate a voluntary evacuation or unplanned early dismissal. This section is intended to provide an overview of procedures to follow when it becomes necessary to initiate a voluntary evacuation/early dismissal.

Call the Superintendent's Office to make notification of planned evacuation and/or seek guidance for logistics.

- ◆ Either contact or ensure a district office employee contacts the evacuation site (OMSD School or other determined location) to discuss arrival and reunification with parents.
- ◆ Notify Transportation if buses are needed.
- ◆ Notify ALL staff of necessary evacuation preparation steps.
  - Gather emergency backpack/classroom supplies, specifically Emergency Cards.
  - Any hazard areas/areas to avoid when evacuating, etc.
  - Unplug all electrical items in classrooms and offices, if time.
  - Process for accountability (when and how to take attendance).
  - Give students specific instructions on actions to be taken (bus number, what to do once at evacuate site, etc.).
  - **Custodians:** Ask fire department if you should turn off the gas and water (to provide more water pressure for hydrants).
- ◆ Make notifications to parents/guardians (Blackboard Connect, etc.). Call Executive Assistant to the Superintendent at **extension 10445** for assistance in communication with parents, guardians and the larger community.

- ◆ Office staff should gather emergency supplies, specifically the Emergency Cards.
- ◆ Use the Site Reunification Plan in Comprehensive School Safety Plan, Appendix D as necessary
- ◆ Use the Evacuation Planning for Special Needs document in Comprehensive School Safety Plan, Appendix C, as necessary.



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# SHELTER-IN-PLACE

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## General Information

In some instances, when an evacuation may put students and staff at greater risk, it may be necessary to shelter-in-place. This *may* be the most appropriate protective action during a fast moving, approaching wildfire, when leaving school grounds poses more of a danger than remaining in place.

Under the best circumstances, sheltering-in-place should be considered when an entire school is designed to withstand heat and flames from an approaching wildfire. In other words, the entire school must be built with ignition-resistant design qualities, including well maintained vegetation management such as fire district-approved landscaping, with a minimum 100-foot defensible space surrounding all structures. Local fire authorities can assist in evaluating a facility's defensible space and fire mitigation efforts.

Communicating shelter-in-place plans with parents and staff is crucial.

## Edison Academy Fire Specific Procedures

If the school is unable to safely evacuate from the area, or if evacuating puts students and staff at greater risk, a fire resistant building is the safest place to seek shelter to wait out the fire. The following are actions that can be taken to shelter-in-place. Work with your local fire department to finalize a plan for your school.

### Shelter-in-Place Procedures (Local Fire Department)

- ◆ Stay indoors and wait for the wildfire-front to pass. Depending on advice from fire personnel, possibly move all students to one building/location to Shelter-in-Place
- ◆ Call 9-1-1 (if emergency responders are not already on scene) to let them know you are sheltering-in-place and to open a line of communication with the emergency dispatch center.
- ◆ Notify school district office.
- ◆ Work with District Director of Communications to advise parents not to attempt to pick up children from school.
- ◆ If landlines go down, try using a cellular phone as an alternative or emergency radios.
- ◆ Since the electricity may go out, have a battery or solar-powered radio, with extra batteries.
- ◆ Listen for fire updates.
- ◆ Utilize Lockdown/Secure Campus Toilet Kits, if necessary.
- ◆ Have trained staff members protect students and institute proper emergency procedures, including accountability procedures, on site.
- ◆ If time and conditions permit, move anything that can catch fire away from the exterior of classrooms, including combustible furniture, fabric, cloth awnings, and trash cans. Re-locate these items to the furthest point outside, away from buildings.
- ◆ If time and conditions permit, attach garden hoses to outdoor spigots. Place hoses so they can reach around any area of the building.
- ◆ Turn off all fans and air conditioning/heating units.
- ◆ Close all interior and exterior doors and windows to prevent embers from entering your building. Draw draperies and window coverings wide open, well past the perimeter of the window. This will prevent radiant heat from catching the window coverings on fire.
- ◆ Do not cover the inside of windows with foil or any other materials.
- ◆ Move interior furniture away from windows to prevent radiant heat from catching the furniture on fire.



## Remaining In Session – Maintaining Situational Awareness

If there is a wildfire burning in the general area of your school, but law enforcement has not yet issued an evacuation order, it may be safest to remain in session, maintain situational awareness and make preparations for evacuation if and when local authorities require it. The decision to remain in session will depend on the specific event relative to your school's unique characteristics, such as facility age and construction, transportation dependencies, ingress and egress options and capacity, level of defensible space around your structures, and surrounding topography.

If the decision is made to remain in session, maintaining situational awareness is crucial.

When a wildfire is burning in the area, refer to the Evacuation Decision Tree throughout the day and update decision-making as necessary.

The following are some local information resources.

### Law Enforcement Partners

Ontario Police Department - <https://ontarioca.gov/police>

Montclair Police Department - <https://www.cityofmontclair.org/departments/police-department>

### Fire Department Partners

Ontario Fire Department - <https://ontarioca.gov/fire>

Montclair Fire Department - <https://www.cityofmontclair.org/departments/fire-department>

### SB County Emergency Management

- ◆ <https://wp.sbcounty.gov/cao/countywire/?cat=19>
- ◆ During a disaster, this website will be promoted by the County of San Bernardino to the media/public as the official disaster information website.
- ◆ The site will include:
  - Maps; Evacuation areas; Disaster perimeter; Shelter locations; Local Assistance Center locations; Press Releases; and other pertinent disaster-related information.

### SB Ready App

- ◆ <http://readydl.com/landing/eoc06071/index.html>
- ◆ Be prepared for disaster. The Ready San Bernardino County app will help you prepare and plan for how to respond to a disaster in your area.
- ◆ Using the Ready San Bernardino County app, you will be able to:
  - Share your status with your selected contacts with the push of a button.
  - Receive critical emergency alerts via push notification.
  - Locate San Bernardino County's emergency shelters.
  - View up-to-date evacuation route maps.
  - Get the latest news and weather for the San Bernardino County area.
  - Create a personalized Emergency Preparedness Plan by answering five basic questions.

### 2-1-1 San Bernardino

- ◆ Provides a 24/7 toll-free hotline connected to a highly trained team providing up-to-date information during an

emergency.

- ◆ Vital information about conditions and services such as road closures, evacuation routes, shelters and more.
- ◆ If Life/Safety, call 9-1-1.

### San Bernardino Alerts - TENS

- ◆ During a major disaster such as a wildfire, your Fire and Sheriff's Dept. use a system known as the Telephone Emergency Notification System or TENS to send high-speed mass notifications by telephone and text messages. This system helps us get you critical updates, such as evacuation information, as quickly as possible. A regional notification system that sends telephone notifications to residents and businesses within San Bernardino County impacted by, or in danger of being impacted by, an emergency or disaster.
- ◆ Landlines are automatically registered, mobile phones are "opt-in."
- ◆ Register your cell phone to receive evacuation/shelter-in-place warnings from first responders on your mobile device.
  - <http://www.sbcounty.gov/SBCFire/TENS/TENSContact.aspx>

### Wireless Emergency Alerts (WEA)

- ◆ Emergency notifications that are broadcast to cell phones in a targeted area with no "opt-in" of mobile phones required.
- ◆ Alerts residents about the emergency with important, but limited information:
  - Emergency location
  - What actions residents should take
  - How they can find out more information.
- ◆ For more information on WEA visit: [www.fcc.gov/consumers/guides/wireless-emergency-alerts-wea](http://www.fcc.gov/consumers/guides/wireless-emergency-alerts-wea)

### SBConnect Radio

- ◆ San Bernardino's Information Radio Station AM 1610
- ◆ SBConnect radio, WQVK705, broadcasting on AM 1610 and streaming on [TuneIn mobile app](#), is the city's information station dedicated to providing listeners with city event, travel and emergency content. Should an emergency arise, information will be broadcast on this station.
- ◆ TuneIn Mobile App - [SBConnectAM1610 | Free Internet Radio | TuneIn](#)

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## TRANSPORTATION OVERVIEW

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OMSD Buses available during normal operations:	50 General Bus (75+ Passenger) & SPED Bus (various seat & wheel chair capacity) altogether
Total number of OMSD buses which can be accessed during an emergency:	Fifteen (15) seating 75 passengers or more, Fifty Six (56) with various seat capacity and wheelchair positions

OMSD owns a fleet of buses.

Requests for service can be made directly to the District office or Transportation Department. Availability is determined by pre commitment and location of requested service; most buses can be in any location within the District in 25 minutes or less. Increased traffic will have a dramatic impact on bus services.

San Bernardino County school districts participate in a mutual support agreement which will allow for OMSD to request bus service from other San Bernardino districts for use during an emergency.

OMSD has the transportation resources to move any OMSD campus and strives to provide this service at the local level without engaging in requests for mutual aid; however, if circumstances arise which prohibits the immediate evacuation of OMSD students using the bus fleet, mutual aid will be requested.

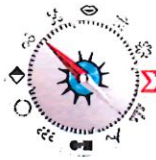
It is anticipated that traffic congestion or accidents may provide challenges in evacuating schools via buses. With few main east/west thoroughfares running through OMSD, it should be anticipated that during a fire evacuation, many of these roads will be impacted.





# EDISON ACADEMY

## School Site Council Schedule and Members 2025 - 2026



Date:	Time	Meeting	Location
Wednesday, September 10, 2025	3:00 p.m.	SSC Meeting #1	Room 5
Wednesday, March 4, 2026	3:00 p.m.	SSC Meeting #2	Room 5
Wednesday, April 22, 2026	3:00 p.m.	SSC Meeting #3	Room 5
Wednesday, May 15, 2026	3:00 pm	SSC Meeting #4	Room 5

Member	Role	Elected
Mauricio Gormaz	Principal	
Christian Garcia	Parent Member	25-26
Ann Lara	Parent Member	25-26
Claudia Vasquez	Parent Member	24-25
Kyle Williams	Parent Member	24-25
Maria Munoz	Parent Member	24-25
Jasmine Padilla	Other Staff Member	25-26
Deanna Manker	Teacher Member	24-25
Christina Birdwell	Teacher Member	24-25
Breanna Gonzalez	Other Staff Member	24-25

### District Parent Advisory Committee (DPAC) Representatives

Representative	Date Elected	Elected
TBD	September 10, 2025	TBD

<b>DPAC (Briggs B1)</b>	10/14 @ 11:00	1/27 @ 11:00	4/7 @ 11:00	5/12 @ 11:00
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