

Comprehensive School Safety Plan

2020-21 School Year

School: University Preparation Charter School at CSU Channel Islands
CDS Code: 56725536120620
District: University Preparation Charter School at CSU Channel Islands
Address: 1099 Bedford Dr.
Camarillo, CA 93010
Date of Adoption: February 26, 2021
Date of Update: February 18, 2021
Date of Review:
- **with Staff** August 2020
- **with Law Enforcement** February 2021
- **with Fire Authority** September 2020

Approved by:

Name	Title	Signature	Date
Marlo Hartsuyker	Board of Directors		
Jesus Torres	President, Board of Director		
Brian Sevier	Treasurer, Board of Directors		
Talya Drescher	Board of Directors		
Jeanne Adams	Board of Directors		
Regina Carver	Secretary, Board of Directors		
Carolyn Bernal	Board of Directors		
Lindsay Walker	VP, Board of Directors		
Deputy Espinoza	School Resource Office		
Carol Bjordahl	Asst. Superintendent, PVSD		

Table of Contents

Comprehensive School Safety Plan Purpose.....	3
Safety Plan Vision.....	3
Components of the Comprehensive School Safety Plan (EC 32281).....	7
(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166).....	9
(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100).....	10
(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines	11
(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079).....	23
(E) Sexual Harassment Policies (EC 212.6 [b]).....	24
(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183).....	29
(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)	30
(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)	31
(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)	32
(K) Hate Crime Reporting Procedures and Policies	38
(J) Procedures to Prepare for Active Shooters.....	38
Procedures for Preventing Acts of Bullying and Cyber-bullying.....	38
Safety Plan Review, Evaluation and Amendment Procedures	40
Safety Plan Appendices	41
Emergency Contact Numbers	42
Safety Plan Review, Evaluation and Amendment Procedures	43
Incident Command Team Responsibilities.....	44
Emergency Response Guidelines	62
Step One: Identify the Type of Emergency	62
Step Two: Identify the Level of Emergency.....	62
Step Three: Determine the Immediate Response Action	62
Step Four: Communicate the Appropriate Response Action	62

Comprehensive School Safety Plan Purpose

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

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

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

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

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

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

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

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

A copy of the Comprehensive School Safety Plan is available for review at 1099 Bedford Drive Camarillo, CA 9300.

Safety Plan Vision

Board Policy # 310

The UPCS Emergency Preparedness Plan shall be available to staff, students and the public in the office of the Director(s) or designee. A copy of the plan will be available in the elementary and middle school front office. Individual building disaster plans shall be provided to each teacher and shall be available for public inspection at the Director(s) or designee's office. The Director(s) or designee shall make certain that students and staff are familiar with the plan and shall periodically conduct preparedness drills to ensure effective behavior in the event of an actual emergency or disaster.

The Director(s) or designee will appoint a committee each year to review the disaster preparedness plan and to recommend changes and/or improvements.

The following steps, as recommended by the California Department of Education shall be taken into consideration in developing the plan and training staff and students on safety procedures:

1. Devise a signal for announcing an emergency situation. This signal may differ depending on the type of emergency and available devices.
2. Identify who can declare an emergency and under what conditions.
3. Provide an emergency kit to each classroom and designate the students responsible for taking the kit when students leave the classroom during an emergency. The kit should contain, at a minimum, the following items:
 - o Copy of all class rosters and emergency telephone numbers for each student.
 - o A white sheet that could be used for bandages and plastic gloves for protection.
 - o Triage tags to record the student's name and person to whom the student has been released.
 - o A large tarp to cover students in the event of rain.
 - o A large, brightly colored, laminated sign on a stick with the teacher's name clearly printed in the event a student becomes lost during an emergency drill.
 - o Candy and gum (helps reduce an anxious or dry mouth during an emergency).
 - o Playing cards or small games that can occupy and distract students during the emergency and small blanket.
4. For special education students, augment the emergency kit to include the following items:
 - o Name cards posted by the door.
 - o Current significant medical information.
 - o Agreements to include medical treatment.
 - o Medications, as necessary.
 - o A strobe light for deaf students.
 - o Picture cue cards for neurologically involved or significantly delayed students.
 - o American sign language cue cards.
5. Develop clear instructions for operating the contingency plan, and regularly train staff members to respond in a reliable way. As the situation dictates, it may be necessary to take the following steps:
 - o Lock doors or assume placement in a hallway or classroom as a method of controlling movement around the campus.
 - o Instruct students and staff members to immediately lie face down on the floor, cover their heads, and endeavor to remain calm and immobile in the event of a shooting or explosion.
 - o Use desks as a cover for protection.
 - o Close and lock windows, if possible.
 - o Turn off all power equipment in the event of a natural disaster, such as an earthquake or electrical storm.
 - o Establish a central area for unsupervised students and staff members to assemble.
 - o Retain students until an "all clear" signal is given.
6. Develop a procedure for identifying safe and injured students.
7. Identify an adequate location and a procedure for administering first aid.
8. Develop a systematic process for releasing students to parents or guardians that includes a sign-out procedure and verification of the authorized persons to pick up students. Identify the necessary documentation from parents or guardians for releasing students. Provide a description of the process in other languages for non-English speaking parents.
9. Establish a "clean-up" committee to be called in immediately following a disaster to completely clean and repair damages so that the school can open as soon as the following day. Identify possible professional nonschool personnel to do the clean up, especially in the event of gunshot victims.
10. Identify a crisis intervention team of psychologists and counselors to be called to provide debriefing and counseling for any resulting trauma affecting students and staff members.

The following are the Charter School procedures as recommended by the California Department of Education to ensure smooth administrative control of operations during a crisis

1. Generally, the Director(s), or her/his designee, declares an emergency and is responsible for requesting assistance through direct communication with a predetermined "emergency operations center" (EOC) is established where a pre-assigned designee shall work with emergency services and clearly defines the responsibility of each person.
2. Establish emergency procedures that include notifying local law enforcement agencies, the fire department, and medical assistance agencies as appropriate.
3. Post and regularly update a checklist of equipment and emergency telephone numbers.
4. Have necessary equipment available such as: handheld radios for communicating with supervising staff; a camera and film for documentation; a fully operational public address system; fully operational fire extinguishers; and a private telephone line and number to be used only by the Director(s) (or authorized person) and the pre-assigned emergency center designee. When the emergency dictates, discontinue use of all telephone lines, except the private line, in order to provide uninterrupted communication with the EOC remember the following:

- o Do not use “walkie-talkie” type radios during a bomb threat in the event there is a bomb on campus; handheld radios can detonate electronic devices and may set the bomb off.
- o Establish a back-up command post near the school, but not on school grounds, in the event of a bomb threat.
- 5. Identify how injured students and staff will be transported to the hospital.
- 6. Plan alternative routes for transporting injured if standard routes are obstructed.
- 7. Establish an orderly dismissal procedure, e.g., dismissal by floors or sections, in a manner that everyone understands.
- 8. Provide parents with information in the language of the home, if possible, regarding relevant elements of the emergency plan, so they are prepared and know what to expect.
- 9. Conduct periodic practice drills to ensure procedures for dismissal run smoothly.
- 10. Establish a “buddy system,” for all students, especially significantly disabled students.

The following are procedures as recommended by the California Department of Education for a clear, effective communication system:

1. Establish a clear communication system that signals an emergency, and when the crisis has passed, signals an “all clear.” The signals should be distinguishable from those that designate class periods and should be established prior to an emergency situation.
2. Establish a rumor control/information post in a location accessible to parents, interested community members, and media to handle inquiries in an orderly fashion. This post would provide a system for swift parental contact and an outside line for specific communication to community transportation volunteers.
3. Authorize only one or two staff members to act as police contacts.
4. Designate a spokesperson to advise the media and respond to questions and concerns. The press should be handled by the public information officer exclusively and permitted to approach staff or students only after ROPS officials determine that such interaction would not adversely affect staff or students.
5. Establish a procedure for establishing and maintaining control of the media and onlookers who could impede operations. Have an appointed person provide updated information on the status of a crisis at regular intervals so as to minimize rumors and interruptions.
6. Develop procedures for keeping family members and other relatives informed about students enrolled in the school. For some special education students, it may be necessary to use TDD/TDY or a relay operator.
7. Select a person for message taking and to record incidents for documentation purposes. Establish a system for message delivery and backup should initial communications breakdown.
8. After the crisis has subsided and students have been dismissed, debrief all staff members about the emergency and the procedures taken.

The following are ROPS procedures for involving law enforcement in the case of an emergency as recommended by the California Department of Education:

1. Develop specific steps to ensure smooth police involvement in a school campus crisis situation. For example, school administrators may bring several uniformed police officers on campus to de-escalate a situation, to display force, or arrange for arrests if appropriate. As the situation improves, gradually reduce the number of officers on campus. The officers should attempt to interact with students in the students’ native language, if possible, and be responsive and approachable. When the situation is controlled, officers should leave the campus calmly.
2. Develop a written agreement regarding coordination and police response to a school disruption before such an occurrence. The written memorandum of understanding would include clear guidelines regarding the point at which the assigned officer(s) would assume responsibility for a situation.
3. Develop an ongoing system of communication and review of facility planning and student activity on campus that includes students, staff, law enforcement, and families. Distribute new information (in the language of the home when possible) as it develops to keep everyone current.
4. Investigate the possibility of an assigned school resource/liaison law enforcement officer.
5. Design emergency plans with assistance from the police department that includes planning for major life-threatening disorders, such as shootings and bomb threats, as well as for natural disasters.
6. Establish personal contact between authorized staff and police department staff prior to an emergency.
7. Include arrangements for a “call back” number to verify that a police assistance call is legitimate when “911” has not been used to contact law enforcement.
8. Train school staff in leadership roles to recognize when police intervention is required. (Police staff become primarily responsible for enforcing the law and will insist on final decision-making in all matters involving their sworn obligations.)

Practice contingency procedures to assure that the plan is smooth running and comprehensive. Review the contingency plan regularly with staff members throughout the year, and conduct monthly drills for students and staff members to prepare them to respond to all types of emergencies.

Components of the Comprehensive School Safety Plan (EC 32281)

University Preparation Charter School at CSU Channel Islands Safety Committee

The safety committee includes parents, teachers, and staff.

Assessment of School Safety

PHYSICAL ENVIRONMENT

The School's Location and Physical Environment

University Preparation Charter School is in the Camarillo area of Ventura County that has a low crime rate and "average" poverty level. The immediate area around the school includes single family dwellings, commercial buildings, parks, and schools.

Description of School Ground

The school is located in a primarily residential area with the nearest major cross streets being Ponderosa, Las Posas, Arneil and Carmen.

It shall be the practice of University Preparation Charter School to remove all graffiti from school property before students arrive to begin their school day. Other acts of vandalism are properly addressed.

UPCS

Number of Permanent Classrooms 20 Office Annex (in portable) 1

Number of Portable Classrooms 13 Multipurpose Room (with restrooms) 1

Number Student Restrooms 6 Main office 1

Number of Staff Restrooms 5 Library/Makerspace 1

Maintenance of School Building/Classrooms

University Preparation Charter School facilities are well maintained and look neat and clean. UCPS and PVSD personnel periodically examine the school's physical facility and help eliminate obstacles to school safety. Additionally, health and fire department inspections contribute to school safety.

The classrooms are monitored for safety and appearance by the administration and individual classroom teachers. The students take pride in the appearance of the school.

General Safety Practices

The school has a well delineated plan and incident command system in place to deal with emergencies on or near the school grounds. Students regularly participate in safety drills for fire, earthquake, lock-down, shelter in place, and evacuation. The campus remains locked during school hours with a roaming campus supervisor at all times. There is a plan in place for the opening of the school grounds before and after school. Students have designated areas for line up/pick up after school. The preschool program enters and exits through a private gate which a preschool teacher supervises. The school ground has been divided into zones to assist with communication for administration and supervisors.

Guiding Principles

The instructional program guiding principles that drive the schedules, activities, and school's organization for instruction include the following:

- Faculty focuses on the whole child when developing curriculum.

- Students and teachers are engaged in a meaning-centered, standards-based curriculum.
- Curriculum is research-based and is made available to be shared with others in the field.
- Students are engaged and responsible for their own learning.
- Students are able to communicate effectively.
- Ongoing assessment informs instruction and is a driving force in the instructional program.
- Intervention is provided as early as possible.
- Faculty, staff, and students exemplify life-long learning.
- Parents are integral partners in the education of their children.
- Adults continuously model what is expected of students.
- Computer and other technology are infused throughout the curriculum.
- All elements of the school's organization are for the purpose of facilitating learning.

School Climate Statistics 2019-2020

Suspensions

7

Office Referrals

176

No Chronic Absentee Data for 2019-2020 due to the pandemic

Due to the Panedemic there was not a new climate survey for 2020

School Climate Survey Spring 2019

Students in grades 3-5 ranked the following areas on a scale of 1-5:

Student Engagement 2.9

Academic Rigor 2.45

Instructional Methods 2.61

Personal Relationships 2.78

Classroom Culture 2.15

Students in grades 6-8 ranked the following areas on a scale of 1-5:

Student Engagement 3.46

Academic Rigor 3.75

Relationships with teachers 3.48

Relationships with peers 3.59

School Culture 3.41

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

The School's Social Environment

University Preparation Charter School uses a shared process to establish a positive school climate. Administration's proactive role is assumed in all phases of the school operation. The UPCS leadership team is committed to excellence in areas of academics and social/emotional behaviors.

The Administration sets a positive tone for the school, guides the staff and works closely with them on curriculum and school safety issues. The school site's organizational structure is open and flexible contributing to sensitivity concerning school safety issues and promoting a safe, orderly school environment conducive to meeting the educational and physical needs of our students with disabilities.

Disaster Procedures, Routine and Emergency

A contingency plan for emergencies is contained in a handbook available to each staff member. The plan is reviewed at the beginning of each school year.

Classroom Organization and Structure

University Preparation Charter School teachers provide a varied learning environment in their classrooms. Teachers use a variety of teaching strategies that employ a system of positive behavioral support and that address the cognitive, social and cultural dimensions of learning. All instruction is individualized to meet each student's individual learning needs.

Teachers involve the parents in their child's learning through the Parent Square system, email, website and printed notices by communicating information about upcoming events at the school.

The School's Cultural Environment

There is a high level of cohesiveness among the staff members at University Preparation Charter School. Cooperation and support between teachers and the administration is evident. Efforts are made by the administration and staff to show support for all students. Students in grades 3-8 participate in an annual school climate survey. Parents/Guardians participate in an annual school climate survey.

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

School Safety Compliance

Board Policy #403

Child Abuse Reporting and Procedures

MANDATORY REPORTER TRAINING

All UPCS personnel are mandated reporters of suspected abuse and/or neglect. Mandated reporters must report suspected child maltreatment immediately when they have "reasonable suspicion to believe that a child who is 17 years of age or younger and known to them in a professional or official capacity has been harmed or is in danger of being harmed – physically, sexually, or through neglect – and that a caregiver either committed the harm or should have taken steps to prevent the child from harm."

UPCS shall provide training to all personnel regarding the obligations as mandatory reporters and the steps required to report suspected abuse.

Legal References:

EDUCATION CODE

33308.1 Guidelines on procedure for filing child abuse complaints

44690-44691 Staff development in the detection of child abuse and neglect

48906 Notification when student released to peace officer

PENAL CODE

273a Willful cruelty or unjustifiable punishment of child; endangering life or health

11164-11174.3 Child Abuse and Neglect Reporting Act, especially:

11165-11165.15 Definitions relating to child abuse

11166-11170 Reporting known or suspected cases of child abuse

11172 Immunity from liability

11174.3 Interviewing victim at school

WELFARE AND INSTITUTIONS CODE

600-601.2 Referral to school attendance review board; minors habitually disobedient or truant

15630-15637 Dependent adults abuse reporting

STATUTES OTHER THAN CODE

Chapter 1102, Statutes of 1991, Section 6

CDE LEGAL ADVISORIES

514.93.1 Guidelines for parents to report suspected child abuse by school district employees or other persons against a pupil at school site

SUSPECTED CHILD ABUSE REPORTING PROCEDURES

I. Initiating the Report

A. The report is initiated by a telephone report to the appropriate agency.

B. If the suspected child abuse has taken place within the family, call The Child Protective Services (CPS) Unit of Ventura County Human Services Department at (805) 654-3200 – Coalition to End Family Violence, www.thecoalition.org.

C. Content of call.

1. Name, address and age of child involved.
2. Clear description of suspected abuse.

II. Written Report

A. The telephone call is to be followed by completion of the Suspected Child Abuse Report (form 11166.P.C.). These forms are available in the Principal's office at the high school or you may call Child Protective Services at (805) 654-3200 for a form.

B. The written report is to be addressed to the person to whom the telephone report was made.

C. The written report must follow the phone call within 36 hours.

1. Suspected child abuse within or outside the family, Child Protective Services, 855 Partridge Drive, Ventura, CA 93003, (805) 654-3200.

The reporting party should keep the yellow copy of the Suspected Child Abuse Report form (SS8572) or verification of completion of the reporting obligation.

Caution:

1. The reporting responsibility has not been discharged until both the telephone call and written reports are complete.
2. School personnel are not to engage in any investigation of suspected cases. The investigation will be done by the child protective services office.
3. The reporting responsibility is an individual one which is NOT discharged by report to supervisors or administrators.

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

Disaster Plan (See Appendix C-F)

1. The following principles are followed in regards to the creation/review of the schools Comprehensive Safety Plan:

School disaster management has the full support of school leadership.

School disaster management committee (made of up SSC members) takes lead in ongoing planning for prevention, mitigation, response and recovery.

School disaster and emergency management plan is reviewed and updated at least annually.

2. Assessment and Planning for Disaster Mitigation Hazards, vulnerabilities, risks, capacities and resources are researched and assessed.

Mitigation measures are identified and prioritized for action.

Building evacuation routes and safe assembly areas are identified.

Area evacuation and safe havens for family reunification are identified, as needed.

Educational continuity plans are in place for recurring hazards and high impact hazards

3. Physical protection measures are taken to protect students and staff

School buildings and grounds are maintained for disaster resilience.

Fire prevention and fire suppression measures are maintained and checked regularly.

Safety measures related to building non-structural elements, furnishings and equipment are taken to protect students and staff from hazards within the building (especially caused by earthquakes, severe weather etc.).

4. School personnel have disaster and emergency response skills and school have emergency provisions

School personnel are ready to organize disaster response using a standard emergency management system (e.g. incident command systems).

School personnel receive training in a range of response skills including, as necessary: building and area evacuation, first aid, light search and rescue, student supervision, shelter, nutrition and sanitation.

School maintains first aid supplies and fire suppression equipment.

School maintains emergency water, nutrition and shelter supplies to support staff and students for a minimum of 72 hours. 47

School Disaster Readiness and Resilience Checklist

5. Schools have and practice policies and procedures for disasters and emergencies

Policies and standard operating procedures adopted to address all known hazards.

Standard operating procedures include: building evacuation and assembly, shelter-in-place, lockdown, and family reunification procedures.

School personnel have and practice procedures to ensure safe student reunification with emergency contacts identified in advance by parents or guardians.

School fire, earthquake, and evacuation drills are held regularly to practice and improve upon disaster mitigation and preparedness skills and plans.

Public Agency Use of School Buildings for Emergency Shelters

The school is not currently named a community disaster relief location. The community center located adjacent to the school is a evacuation center and if needed the school would also be utilized by the Red Cross or local emergency agencies.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

BOARD POLICY# 513

SUSPENSION AND EXPULSION POLICIES AND PROCEDURES

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at UPCS. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as UPCS's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom UPCS has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. UPCS will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom UPCS has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by UPCS for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to initiate the procedures specified below for suspensions, before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates the procedures specified below for suspensions, the student shall remain enrolled and shall not be removed until UPCS issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

1) Except as provided in Education Code Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision.

l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

r) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by UPCS.

2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, video, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. An act of cyber sexual bullying.

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

(b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- 1) Except as provided in Education Code Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be expelled for any of the acts enumerated in this subdivision.
- l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

4) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by UPCS.

5) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

iv. A message, text, sound, video, or image.

v. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

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

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

vi. An act of cyber sexual bullying.

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

(d) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

6) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or the Executive Director's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Executive Director or designee.

The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or UPCS personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with UPCS officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If UPCS officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of expulsion by the Executive Director or Executive Director's designee, the pupil and the pupil's parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when UPCS has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Executive Director or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial UPCS Board of Directors following a hearing before it or by the UPCS Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil nor a member of the UPCS Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of UPCS's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at UPCS to any other school district or school to which the student seeks enrollment;

5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

UPCS may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by UPCS or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. UPCS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, UPCS must present evidence that the witness' presence is both desired by the witness and will be helpful to UPCS. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the UPCS Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The final decision by the Board of Directors shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Executive Director or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Director's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with UPCS.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

J. Disciplinary Records

UPCS shall maintain records of all student suspensions and expulsions at UPCS. Such records shall be made available to the authorizer upon request.

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from UPCS as the UPCS Board of Directors' decision to expel shall be final.

L. Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. UPCS shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

Students who are expelled from UPCS shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may reapply to UPCS for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school, district or charter school shall be in the sole discretion of the Board of Directors following a meeting with the Executive Director or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive Director or designee shall make a recommendation to the Board of Directors following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon UPCS's capacity at the time the student seeks readmission.

O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of SELPA

UPCS shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who UPCS or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, UPCS, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If UPCS, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If UPCS, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that UPCS had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and UPCS agree to a change of placement as part of the modification of the behavioral intervention plan.

If UPCS, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then UPCS may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or UPCS believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or UPCS, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and UPCS agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if UPCS believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or UPCS may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

UPCS personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated UPCS's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if UPCS had knowledge that the student was disabled before the behavior occurred.

UPCS shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to UPCS supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other UPCS personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other UPCS supervisory personnel.

If UPCS knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If UPCS had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. UPCS shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by UPCS pending the results of the evaluation.

UPCS shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

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

Notification of Students Disciplinary Background

Education Code 49079

"California Education Code 49079 requires that school districts inform any teachers and counselors when, based on records maintained by the district or received from law enforcement, it has information that, during the three previous school years, a pupil has engaged in, or is reasonably suspected to have engaged in, the following criminal or disruptive conduct at school, while going to or from school, or during a school sponsored activity:

- a. Causing, attempting, or threatening physical injury to another;
- b. Possessing, selling, or otherwise furnishing a firearm, knife, or other dangerous object;
- c. Possessing, using or selling illegal drugs, alcohol, or drug paraphernalia;
- d. Committing or attempting to commit robbery or extortion;
- e. Damaging or attempting to damage school property;
- f. Stealing or attempting to steal school or private property;
- g. Committing an obscene act or engaging in habitual profanity or vulgarity;
- h. Disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties; and
- i. Knowingly receiving stolen school or private property.

A district employee who knowingly fails to provide mandated information about a pupil is guilty of a misdemeanor punishable by up to six months in jail, a fine of up to \$ 1,000 or both. Such information is confidential and shall not be further disseminated by the recipient." --CTA Department of Legal Services

Notifying Teachers of Dangerous Pupils

Confidential Memorandum

Date

TO:

FROM:

SUBJECT: Students having committed specified crime

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. The information provided is for teachers only. All information regarding suspension and expulsion is CONFIDENTIAL, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

PLEASE DESTROY THIS NOTE IMMEDIATELY AFTER READING.

_____ was found to have committed the following criminal activity:

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

TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY

#518

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn and negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, University Preparation Charter School at CSU Channel Islands ("UPCS") prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, religion, religious affiliation, sexual orientation, childbirth or related medical conditions, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation. In addition, bullying encompasses any conduct described in the definitions set forth in this Policy. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, UPCS will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. UPCS school staff that witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, UPCS will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with which UPCS does business, or any other individual, student, or volunteer. This policy applies to all employee, student, or volunteer actions and relationships, regardless of position or gender. UPCS will promptly and thoroughly investigate any complaint of such misconduct prohibited by this Policy and take appropriate corrective action, if warranted.

Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator ("Coordinator"):

Executive Director

University Preparation Charter School at CSU Channel Islands

1099 Bedford Drive

Camarillo, CA 93010

Definitions

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis
- Retaliation for reporting or threatening to report harassment
- Deferential or preferential treatment based on any of the protected classes above

Prohibited Unlawful Harassment under Title IX

Title IX (20 U.S.C. § 1681 et. seq; 34 C.F.R. § 106.1 et. seq) and California state law prohibit harassment on the basis of sex. In accordance with these existing laws, discrimination on the basis of sex in education institutions is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by UPCS.

UPCS is committed to provide a workplace and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against him/her or against another individual.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:

o Rape, sexual battery, molestation or attempts to commit these assaults and

o Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body

- Unwanted sexual advances, propositions or other sexual comments, such as:

o Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience

o Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct

o Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex

- Sexual or discriminatory displays or publications anywhere in the workplace or educational environment, such as:

- o Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view at work or the educational environment

- o Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic, and

- o Displaying signs or other materials purporting to segregate an individual by sex in an area of the workplace or educational environment (other than restrooms or similar rooms)

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

Prohibited Bullying

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student group or group of students that may constitute as sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable pupil* or pupils in fear of harm to that pupil's or those pupils' person or property.
2. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable pupil to experience a substantial interference with his or her academic performance.
4. Causing a reasonable pupil to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by UPCS.

* "Reasonable pupil" is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above
 - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated
 - c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

3. An act of “Cyber sexual bullying” including, but not limited to:

a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of “bullying,” above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

b. “Cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

4. Notwithstanding the definitions of “bullying” and “electronic act” above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet

Grievance Procedures

1. Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene as soon as it is safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

Any employee or student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

Executive Director

University Preparation Charter School at CSU Channel Islands

1099 Bedford Drive

Camarillo, CA 93010

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. Oral reports shall also be considered official reports. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal, or physical abuses. Any student who feels she/he is a target of such behavior should immediately contact a teacher, counselor, the Principal, Coordinator, a staff person or a family member so that she/he can get assistance in resolving the issue in a manner that is consistent with this Policy.

UPCS acknowledges and respects every individual’s right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

UPCS prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter’s filing of a complaint or the reporting of instances of misconduct prohibited by this Policy. Such participation shall not in any way affect the status, grades, or work assignments of the reporter.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

2. Investigation

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of UPCS, the Coordinator or administrative designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than seven (7) school days. If the Coordinator, or administrative designee determines that an investigation will take longer than seven (7) school days, he or she will inform the complainant and any other relevant parties and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator or administrative designee will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, in no case may the Coordinator or administrative designee reveal confidential information related to other students or employees, including the type and extent of discipline issued against such students or employees.

All records related to any investigation of complaints under this Policy are maintained in a secure location.

3. Consequences

Students or employees who engage in misconduct prohibited by this Policy will be subject to disciplinary action.

4. Uniform Complaint Procedures

When harassment or bullying is based upon one of the protected characteristics set forth in this Policy, a complainant may also fill out a Uniform Complaint Procedures ("UCP") complaint form at any time during the process, consistent with the procedures laid out in the UCP.

5. Right of Appeal

Should the Complainant find the Coordinator's resolution unsatisfactory, he/she may, within five (5) school days, file an appeal with the Designated Appeals Committee. In such cases, at least three (3) certificated School employees who are unfamiliar with the case and who have been previously designated and trained for this purpose shall be assembled to conduct a confidential review of the Complainant's appeal and render a final decision.

UNIVERSITY PREPARATION CHARTER SCHOOL AT CSU CHANNEL ISLANDS

TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION & BULLYING COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I hereby authorize UPCS to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

_____ Date: _____

Signature of Complainant

Print Name

To be completed by UPCS:

Received by: _____ Date: _____

Follow up Meeting with

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

All students are expected to demonstrate high standards of appearance and appropriate dress at school and on field trips. The dress code is in place to support safety and a positive learning environment. The dress code may slightly limit personal choice of styles or inconvenience some individuals. However, the rules established for the school will support an atmosphere of learning and are for the good and safety of all. Students and parents should make sure that cleanliness, health and safety are guides to acceptable school attire.

Students will receive one warning about a Dress Code violation and will be required to replace an article of clothing with a loaner from school or may be asked to turn a t-shirt inside out. After a first warning, parents will be called and asked to bring appropriate clothes, accessories or shoes to school. Please see below for specific requirements:

1. Students are expected to wear closed-toe shoes at all times and shoes must provide protection and not be a safety hazard during regular school activities. Examples of shoes that are not acceptable are: flip flops, open-toed shoes, bare strap type sandals or dressy shoes with high heels (shoes with a heel higher than 1 inch must be approved by school administration).
2. Shorts and skirts must meet minimum length requirements. Shorts and skirts must be past "fingertip" length when the student's hands are placed straight down with relaxed shoulders and fingers extended. Please be conservative in purchasing shorts and skirts to be worn at school.
3. Holes in pants should be covered, when they are above the fingertips.
4. Due to law enforcement suggestion that it may be indicative of gang attire, the following items are not permitted at school: ALL professional sports jerseys, hats, jackets, shirts, or any other professional sports attire/logos.
5. Clothing that advocates or is considered by school administration to represent inappropriate language, drugs, alcohol, any known gang affiliation or appearance, violence, weapons, demon/death related symbols, or illegal acts will not be allowed.
6. Boys may not wear sleeveless tops or tank tops.
7. Other inappropriate attire includes open or bare midriffs, cut off "T" shirts, halter tops, and spaghetti strap tops.
8. Clothing that contains sexually suggestive language, rude comments, double meanings, derogatory language directed at a particular gender, race, ethnic group, disability or religion is also prohibited.
9. All clothing must be neat and clean in appearance and in good repair.
10. Clothing must cover undergarments at all times.

11. Pants and shorts must be worn at the waist and be able to stay up without a belt or other support.
12. Headgear such as sweatbands, beanies, do-rags, hairnets, bandanas are not permitted without special permission from school.
13. Wallet chains, chains worn as bracelets or necklaces, large or spiked rings, spike bracelets or necklaces, or other objects deemed by school administration to be potentially dangerous are not permitted.
14. Body piercing jewelry, except for earrings, is not allowed.
15. Cosmetics and jewelry which distracts or calls undue attention are not allowed. Parents are encouraged not to allow students to wear or bring valuable jewelry to school.
16. Sunglasses, caps, hats or hoods are not allowed in the classroom unless needed for medical reasons. Parents must provide a letter indicating the special needs. Hats and caps may be worn on the playground and at PE for sun protection.
17. Clothing must not interfere with the student's ability to perform assigned class activities or pose a health or safety hazard.

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

DROP OFF AND PICK UP OF STUDENTS

Introduction

The safe arrival and departure of students is of paramount concern to UPCS. UPCS has promulgated the following policy and requests that students and parents adhere to its procedures in order to ensure the safety of all students and staff.

In addition, UPCS desires to be a good neighbor to the residents surrounding UPCS premises. Parents can help UPCS to be a good neighbor by following the rules of the road and exercising courtesy to neighborhood residents.

General Guidelines

All visitors to UPCS are expected to adhere to the rules of the road when driving on or around UPCS premises. All visitors are expected to drive slowly when students are present.

Motor vehicles of any kind, including but not limited to, motorcycles, motor scooters, and motorized skateboards, are not allowed on UPCS premises in any area except the parking lot or designated drop-off and pick-up areas.

The gate near the MPR opens at 7:15 am with the Dunnigan gate opening at 7:45 am each day for morning drop off. Students are brought out to the front of the school at pick-up time.

Students who ride the Boys and Girls club bus wait in the MPR for their time to get on the bus. There is a bus monitor on the bus at all times.

Arrival and Departure of UPCS Students

Parents are requested to adhere to the following rules:

- Drive slowly through the school zone.
- Pay close attention to the directions of any crossing guard at any crosswalk. He or she is trying to help get students to and from school safely.
- Use the drop off zone for UPCS. Carefully pull into the parking lot, right turns only into the parking lot, move through the drop off zone as far forward as possible where your child will get out. Right turn only when exiting the parking lot.
- The students are to walk to UPCS on the sidewalks. Your support is greatly appreciated.
- Help us protect our children by making plans for drop off and pick up procedures. Some ideas include:

- o Carpool with neighbors.
- o Park in the community center parking lot and walk around to the school.
- o Walk your child to school if you live nearby.
- o Make arrangements for your child to walk or ride bikes with a group of students.
 - UPCS teachers will walk their students to the front of the school at dismissal. Parents can either park and walk-in for pickup or they can come through the parking lot to get their child.
 - On rainy days parents will be allowed to enter the school to pick up their child or they can come through the parking lot and their child will be sent out to the car.

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

Component:

Creating a Caring and Connected School Climate

Element:

Goal 1: Creating a safe environment for student learning, with a focus on character development, social emotional support, early identification of social emotional challenges and tiered intervention plans.

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation
Restorative Justice Comprehensive Training	In-house restorative justice training scheduled for the 21-22 year	https://www.restorativejustice.com/online-training.html https://www.seedscrc.org/rj-schools	Darlene Hale	
Comprehensive Social Emotional Curriculum K-8	Assemble a team of teachers, school counselor, and admin to evaluate different curriculum and present to parent groups	Professional Library at VCOE	Darlene Hale and Erica Chambers	
Adopt Early Intervention Screening Tools	MTSS team to continue work on screening tools for early intervention in the social emotional area	SELPA	Darlene Hale and Erica Chambers	

Component:

Preparedness

Element:

School Disaster Preparedness

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation
Update the Preparedness Supply Bin	Inventory Purge Purchase	https://www.schoolsafety.gov/protect-and-mitigate/emergency-planning	Veronica Solorzano and Charmon Evans	
Training for Incident Command Jobs	Hire a company to provide training to staff	https://www.cde.ca.gov/ls/ep/ https://safehavensinternational.org/services/training/school-emergency-preparedness-training/ https://rems.ed.gov/	Veronica Solorzano and Charmon Evans	

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

University Preparation Charter School at CSU Channel Islands Student Conduct Code Philosophy of Discipline

RULES AND PROCEDURES ON SCHOOL DISCIPLINE

- Behavior expectations and the consequences for not meeting expectations must be clearly communicated to all students and their parents (in writing as well as verbally).
- The severity of consequences for violating behavior expectations increases with each incident of inappropriate behavior.
- The consequences for violating behavior expectations should be severe enough to discourage students from making poor behavior decisions.
- Expectations and consequences should permit students an opportunity to eliminate inappropriate behavior.

Additionally, the school staff recognizes that the middle school years are a transition time from adolescence to young adulthood. As a part of this transition, the student is given greater opportunities to be responsible and demonstrate independence and good judgment. The structure of our behavior expectations (in the classroom as well as school wide) is meant to encourage students to be responsible. The first step in many instances of inappropriate behavior (those considered to be "minor") is a simple warning ("Your behavior is unacceptable. Please stop such behavior"). It is only when a student ignores such warnings and continues to choose to act irresponsibly (like a child rather than an emerging adult) that we involve parents and implement consequences.

ELEMENTS OF A GOOD DISCIPLINE PROGRAM

1. The program is focused upon making the entire campus, especially the classroom, a safe, supportive and orderly environment for learning for students and staff.
2. Classroom authority is retained by the classroom teacher. (Administration's role is to support, not to replace.)
3. Rules and procedures are clearly understood by staff and students.
4. All staff members will acknowledge and take appropriate action on any minor or major infraction of the school rules.
5. Rules and procedures comply with State Law and Ventura County Office of Education policies.
6. The program recognizes the responsibilities and the rights of students and staff.
7. Program is structured to keep students in class and engaged in the educational process.

8. Rules are enforced:

- A. by all staff members at all times.
- B. strictly, but not rigidly (beware of "automatics").
- C. in substantial part by adult modeling.
- D. using techniques that promote the growth of positive self-esteem.
- E. as close to the source as is possible.
- F. by keeping parents informed.

9. The discipline program is understood, endorsed, and supported by staff, parents, and students.

Disciplinary Procedures

Behavior

Your behavior is a reflection of your pride towards yourself, your peers, and your school. School-wide and classroom discipline is necessary to ensure your safety and the best possible learning environment. You are, at all times, responsible for your own behavior. Your good behavior and your respect for the feelings of others (students and all school personnel) will help to maintain the positive school climate we all need for a successful school year.

Responsibilities and Expectations

- 1. I am respectful, responsible, and courteous.
- 2. I am prepared.
- 3. I am a good listener.
- 4. I stay on task.
- 5. I keep myself and others safe.
- 6. I do my best work always.

Authority of School Personnel

Every student is under the jurisdiction of all school personnel: teachers, substitute teachers, guest teachers, instructional aides, and office staff. All staff is responsible for monitoring student behavior and safety and may assign appropriate consequences.

Scope of School Rules

All school rules and standards for student behavior as specified in this handbook are in effect: on school grounds, to/from school, and at any school sponsored activities or event.

UPCS Student Expectations

Each of the following expectations is in place with the intention of maximizing learning and maintaining an effective learning environment.

- 1. Follow the directions of all school personnel.

2. Attend and be on time for all your scheduled classes.
3. Gum is not allowed on campus.
4. Respect all personal and school property. Help maintain a clean campus.
5. You are to be on campus only for the scheduled school day unless you are participating in an authorized school activity. You have 10 minutes to leave campus after school unless you are involved in an after-school activity that is supervised by staff.
6. Food is to be eaten only at the lunch tables or, when authorized by school staff in another area such as the UPS multipurpose room or classroom.
7. Dangerous objects such as weapons, matches, slingshots, firecrackers and others, considered to cause bodily harm, are not allowed.
8. Musical instruments may only be brought to school for the purposes of school band, organized school clubs or with permission by school staff.
9. Students are responsible for their own property and for school materials issued to them.
10. Fighting and play fighting are not allowed.
11. Refrain from public displays of affection, including kissing, hand holding and hugging.
12. For the safety of all, we practice a "Hands Off" policy. When you touch others in any way, you are putting yourself at risk for injury, and thus at risk for disciplinary action (including suspension). Keep hands, feet and objects to themselves; no hitting, shoving, running, or horseplay. No "table-topping", "body blows" or "punch lines".
13. Courteous, respectful, and responsible behavior and language is required at all times.
14. Report Bullying! See more information regarding Bullying below.

Substitute / Guest Teachers

You are expected to follow the directions of substitute and guest teachers and be cooperative in class. If you disrupt the educational process, you will be appropriately disciplined.

Stop The Gossip!

Gossip causes heartache and hurt feelings, and generates grief. Before you repeat a story, ask yourself: Is it true? Is it fair? Is it necessary?

If not, keep quiet please.

Positive Discipline

While teaching and practicing the importance of intrinsic rewards and motivation is very important at UPS and UCMS, we also have a program of positive reinforcement used to encourage, reward, and recognize good citizenship. It must be remembered that the vast majority of students obey all school rules all the time. It is important that to understand the connection between demonstrating self-discipline and the positive results of following the rules. Examples of positive reinforcement activities in place at UPS and UCMS include: Various Awards; After-school activities; Student Leadership; Recognition Assemblies; Field Trips; Leadership Privileges;

Academic Awards ; Extracurricular Activities; Athletic Programs; School Clubs. In order to reward those who work to be contributing members of the school community, UPS and UCMS reserve the right to exclude from these programs students who do not maintain

Unauthorized Items at School

Student and staff efforts during the school day should focus on the learning process. Therefore, many items that interfere with the educational process are not allowed at school. All unauthorized items brought to school will be confiscated by staff and may or may not be returned directly to the student. Possession of unauthorized items may lead to disciplinary action, including but not limited to suspension or expulsion.

Items include but are not limited to: permanent markers/sharpies (except as provided by teachers), energy drinks, water balloons, electronic games, MP3 players, I-Pods, electronic signaling devices, laser pens/pointers, silly string, aerosol cans, weapons or weapon look-alikes, drugs and drug paraphernalia including, but not limited to pipes, rolling papers, lighters, stink bombs, toys, chains, hobby/collectibles, or other items that are not related to classroom instruction and learning.

Clothing, accessories or other items may not display words, pictures or phrases promoting violence, gang affiliation, profanity, sexual reference, or other categories deemed inappropriate by school personnel.

Parents may recover confiscated items, excluding illegal items held in evidence, upon administrative approval within a reasonable period of time. Items not recovered within a reasonable period of time will be discarded. The school is not responsible for materials confiscated from students while at school. The primary objectives of requiring you not bring restricted materials to school are to ensure that you focus on educational tasks, to assure your safety, and to prevent the loss of or damage to private property.

Personal Possessions

Toys and other personal items which are used for sharing time or for enhancement of the school's educational program may be brought to school by students if approved by the teachers. For safety reasons and to protect personal property, all other toys and playground equipment should remain at home. If a student brings in a ball for playground use it is to be checked with the teacher or the office and will be available for all students to use. Real weapons and "look alike" weapons are not allowed at school at any time.

Weapons and Dangerous Instruments

No student shall go on school campus with a weapon, including a firearm, explosive, knife, any dangerous or illegal instrument, or any instrument represented as one of the above items or that reasonably appear to be a weapon. No students shall interfere with normal activities, occupancy, or use of any building or portion of campus by exhibiting, using, or threatening to exhibit or use any weapon or any item that is represented as or that reasonably appears to be a weapon.

Any article which could endanger or be used as a weapon will be confiscated immediately, and depending on circumstances, parents and/or police may be called. Dangerous Weapons Policy Violations - Any student violating this policy shall be (a) suspended; or (b) expelled.

Weapons and dangerous instruments include, but are not limited to:

1. Firearms - pistols, revolvers, shotguns, rifles, "zip guns," "stun guns", tasers, laser pen lights, and any device capable of chemically propelling a projectile. For school purposes, this includes air-guns, CO2 guns, paint guns, BB guns, pellet guns and dart guns, and non-operating devices made to look like a firearm which might be used for intimidation.
2. Cutting and puncturing devices, dirks, daggers, legal knives, illegal knives (knives longer than two and one-half inches, folding knives with a blade that locks into place), razors with an unguarded blade and any other device capable of cutting or puncturing.
3. Explosive and/or incendiary devices: pipe bombs, time bombs, tear gas and tear gas weapons, i.e. pepper spray, cap guns, caps, containers of inflammable fluids, and other hazardous devices.
4. Any other dangerous device, instrument or weapon, especially those defined in Penal Code 12020, including a blackjack, slingshot, billy club, nun chucks, and club, sandbag, metal knuckles, or any metal plate with three or more radiating points with one or more sharp edges designed for use as a weapon.
5. Other - any other objects that could be used to inflict harm.

Sexual Harassment

The Governing Board prohibits the unlawful sexual harassment of any student by any employee, student, or other person in or from the schools. Engage in the sexual harassment of anyone in or from the district, and you may be subject to disciplinary action up to and including expulsion. The Board expects students or staff to immediately report incidents of sexual harassment to administration or to another district administrator.

Other types of conduct which are prohibited and which may constitute sexual harassment include:

1. Unwelcome leering, sexual flirtations, or propositions.
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions.
3. Graphic verbal comments about an individual's body, or overly personal conversation.
4. Sexual jokes, stories, drawings, pictures, or gestures.
5. Spreading sexual rumors.
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class.
7. Touching an individual's body or clothes in a sexual way.
8. Purposefully limiting a student's access to educational tools.
9. Displaying sexually suggestive objects in the educational environment.
10. Any act of retaliation against an individual who reports a violation of the district's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

Classroom Rules

Each classroom will have additional rules and expectations that each student will be required to know and follow. A copy of the classroom plan will be reviewed with students and parents at the beginning of the school year.

Dress Code

All students are expected to demonstrate high standards of appearance and appropriate dress at school and on field trips. The dress code is in place to support safety and a positive learning environment. The dress code may slightly limit personal choice of styles or inconvenience some individuals. However, the rules established for the school will support an atmosphere of learning and are for the good and safety of all. Students and parents should make sure that cleanliness, health and safety are guides to acceptable school attire.

Students will receive one warning about a Dress Code violation and will be required to replace an article of clothing with a loaner from school or may be asked to turn a t-shirt inside out. After a first warning, parents will be called and asked to bring appropriate clothes, accessories or shoes to school. Please see below for specific requirements:

1. Students are expected to wear closed-toe shoes at all times and shoes must provide protection and not be a safety hazard during regular school activities. Examples of shoes that are not acceptable are: flip flops, open-toed shoes, bare strap type sandals or dressy shoes with high heels (shoes with a heel higher than 1 inch must be approved by school administration).
2. Shorts and skirts must meet minimum length requirements. Shorts and skirts must be past "fingertip" length when the student's hands are placed straight down with relaxed shoulders and fingers extended. Please be conservative in purchasing shorts and skirts to be worn at school.
3. Holes in pants should be covered, when they are above the fingertips.

4. Due to law enforcement suggestion that it may be indicative of gang attire, the following items are not permitted at school:
ALL professional sports jerseys, hats, jackets, shirts, or any other professional sports attire/logos.
5. Clothing that advocates or is considered by school administration to represent inappropriate language, drugs, alcohol, any known gang affiliation or appearance, violence, weapons, demon/death related symbols, or illegal acts will not be allowed.
6. Boys may not wear sleeveless tops or tank tops.
7. Other inappropriate attire includes open or bare midriffs, cut off "T" shirts, halter tops, and spaghetti strap tops.
8. Clothing that contains sexually suggestive language, rude comments, double meanings, derogatory language directed at a particular gender, race, ethnic group, disability or religion is also prohibited.
9. All clothing must be neat and clean in appearance and in good repair.
10. Clothing must cover undergarments at all times.
11. Pants and shorts must be worn at the waist and be able to stay up without a belt or other support.
12. Headgear such as sweatbands, beanies, do-rags, hairnets, bandanas are not permitted without special permission from school.
13. Wallet chains, chains worn as bracelets or necklaces, large or spiked rings, spike bracelets or necklaces, or other objects deemed by school administration to be potentially dangerous are not permitted.
14. Body piercing jewelry, except for earrings, is not allowed.
15. Cosmetics and jewelry which distracts or calls undue attention are not allowed. Parents are encouraged not to allow students to wear or bring valuable jewelry to school.
16. Sunglasses, caps, hats or hoods are not allowed in the classroom unless needed for medical reasons. Parents must provide a letter indicating the special needs. Hats and caps may be worn on the playground and at PE for sun protection.
17. Clothing must not interfere with the student's ability to perform assigned class activities or pose a health or safety hazard.

Conduct Code Procedures

Disciplinary Procedures

Rules are for the safety and well-being of everyone. Infractions of the rules will lead to certain consequences and disciplinary procedures. Listed below are the procedures that are important to know:

1. Loss of privileges and/or guidance session will result from excessive tardies, class disruptions, incomplete work, lunch problems, etc. This can be assigned before school, at lunch, or after school.
2. Referrals are reports written by school employees about your behavior. A referral usually states that you have an attendance, behavior, and/or academic problem. Referrals are usually handled by the school Director (Principal), or designee. Referrals written for severe infractions or multiple infractions may result in higher levels of progressive discipline.
3. On-Campus Suspension (OCS) may be used in lieu of suspension for certain offenses. OCS is held during the school day. Assignment to OCS is made by an administrator for a period of one to five days. You will remain in OCS during the length of the school day, including lunch period. Restroom breaks are scheduled. When in OCS, you are expected to complete all assignments and service projects provided by your teachers. When you are disruptive in OCS, you are subject to more severe disciplinary action.
4. School Service Projects are for truancy, un-served detention, excessive tardies, and lack of respect or are assigned at the administration's discretion.
5. Suspension and expulsion (see Suspension/Expulsion section below).

(K) Hate Crime Reporting Procedures and Policies

Please refer to the section on Sexual Harrasment as "hate crimes" is included in the Title IX policy listed there.

(J) Procedures to Prepare for Active Shooters

1. Upon first indication of an active shooter, personnel should immediately notify the principal or designee, who becomes the Incident Commander.
2. The School Incident Commander (principal/designee) will initiate a Lockdown, the recommended appropriate Immediate Response Action.
3. The School Incident Commander will call 911 and local Police, and provide the exact location and nature of the incident. The School Incident Commander should designate a person to remain on the phone line with police if safe to do so. If there is an assigned officer on campus, they shall be notified.
4. The School Incident Commander activates the Incident Command (ICS) Team.
5. If possible, use RUN, HIDE, DEFEND protocols

TheTeam Leader will:

Notify the district and request assistance.

Prepare a message for parents to be sent on by the district.

Prepare to communicate with classrooms using school phones, email, cell phones, or radios. Establish a means of keeping all classrooms informed.

The Operations Team Leader will:

Ensure that perimeter gates are secured and that all students, staff and visitors are safely secured behind locked doors.

Begin the process of accounting for all students and staff.

Staff should take steps to calm and control students with regular PA announcements and if safe to do so, attempt to maintain separation between students and the perpetrator.

If there is an active shooter on campus as defined above and students are in imminent danger, the Incident Commander may initiate Rapid Relocation if that does not place students in the path of the gunman. This action may apply to the entire campus, or just an affected portion.

Procedures for Preventing Acts of Bullying and Cyber-bullying

For the full Title IX policy please refer to the section on Sexual Harrasment

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student group or group of students that may constitute as sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable pupil* or pupils in fear of harm to that pupil's or those pupils' person or property.
2. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable pupil to experience a substantial interference with his or her academic performance.
4. Causing a reasonable pupil to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by UPCS.

* "Reasonable pupil" is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:

- a. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of “bullying,” above
 - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated
 - c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
3. An act of “Cyber sexual bullying” including, but not limited to:
- a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of “bullying,” above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - b. “Cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
4. Notwithstanding the definitions of “bullying” and “electronic act” above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet

Safety Plan Review, Evaluation and Amendment Procedures

The School Site Council reviews the Safety Plan Annually, when/if changes are made law enforcement is consulted and make recommendations to the Board of Directors.

Safety Plan Appendices

Emergency Contact Numbers

Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Local Hospitals	Pleasant Valley Hospital	805-389-5800	
School District	Chris Johnston	805-391-3121	Asst. Superintendent PVSD
School District	Mike Valdez	805-258-8122	Director FMO PVSD
Law Enforcement/Fire/Paramedic	Local Non Emergency Number	805-339-4400	Camarillo Sheriffs Dept
Law Enforcement/Fire/Paramedic	Traffic Division	805-339-4401	
Law Enforcement/Fire/Paramedic	Highway Patrol	805-935-5247	
American National Red Cross		805-339-2234	
Public Utilities	Edison	800-611-1911	
Public Utilities	Gas Company	800-427-2000	
Public Utilities	Water	805-388-0226	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Safety Committee Meeting	Thursday, February 18, 2021	Meeting to go over proposed plan in Office Annex.
Meeting with local law enforcement		
School Site Council Final Review and Approval	February 23, 2021	
Board of Directors Approve	February 26, 2021	

Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

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

School Emergency Response Teams

Specific Job Descriptions are further down in the document.

Incident Commander -

Liaison Officer -

Operations Chief

Public Information Officer

Logistics Chief

Communications

Site Facility Check/Security

Search and Rescue Team Leader

Search and Rescue Teams

Medical Team Leader

Medical Team

Morgue

Student Release

Transport Team

Evacuation Area Supervisor

Classroom Evacuation

Social Services

Sanitation and Recovery

Status Board

INCIDENT COMMANDER – (or other Admin)

Report to: Public Emergency Services

Responsibilities: The Incident Commander is solely responsible for emergency/disaster

Operations and shall remain at the command post to observe and direct all

Operations, ensure the safety of student, staff and others on campus.

Lead by example: your behavior sets tone for staff and students.

Start-up Actions:

- Obtain your personal safety equipment, i.e. hard hat, vest, surgical gloves under work gloves, walkie talkie (Station 1) clipboard, (with your job description)
- Assess type and scope of emergency
- Determine threat to human life and structures
- Implement emergency/disaster plan and hazard specific procedures
- Develop and communicate an incident action plan with objectives and a time frame to meet those objectives
- Activate functions (assign positions) as needed
- Fill in "Incident Assignments" form
- Appoint a backup or alternate IC
- Receives Teacher Emergency Status Record from Liaison Officer

Ongoing Operational Duties:

- Continue to monitor and assess total school situation
- View site map periodically for S & R progress and damage assessment information
- Check with chiefs for periodic updates
- Reassign personnel as needed
- Report (through Communications) to school district on status of students, staff, campus as needed (Site Status Report)
- Develop & communicate revised incident action plans as needed
- Begin student release when appropriate

NOTE: No student should be released until student accounting is complete. Never send students home before the end of the regular school day unless directed by the Superintendent of School, except individuals on request of parent/guardian.

- Authorize release of information
- Utilize your back up plan and take regular breaks, 5-10 minutes/hour, relocate away from the CP
- Plan regular breaks for all staff and volunteers. Take care of your caregivers
- Release teachers as appropriate per district guidelines. By law, during a disaster, teachers become "disaster workers"
- Remain on and in charge of your campus until redirected or released by the Superintendent of Schools

Closing Down:

- Authorize deactivation of sections, branches, or units when they are no longer needed
- At the direction of the Superintendent of Schools, deactivate the entire emergency response. If the Fire Department of other outside agency calls and "All Clear", contact the district before taking any further action
- Ensure that any open actions not yet completed will be taken care of after deactivation
- Ensure the return of all equipment and reusable supplies to Logistics
- Close out all logs. Ensure that all logs, reports and other relevant documents are completed and provided to the Documentation Unit
- Proclaim termination of the emergency and proceed with recovery operations if necessary

Command Post Campus map Job description clipboards

Equipment/ Master Keys Command post tray (pens, etc)

Supplies: Staff & student rosters School district radio

Disaster response forms Campus 2-way radios

Duplicate rosters (2 sets) AM/FM radio (battery)

Tables & chairs (if CP is outdoors)

Vests (if available)

Campus Emergency Planning Guidelines

LIAISON OFFICER

Report to: Incident Commander

Responsibilities: The Liaison Officer serves as the point of contact for Agency Representatives from assisting organizations and agencies outside the school district and assists in coordinating the efforts of these outside agencies by ensuring the proper flow of information.

Start Up Actions:

- Check in with Incident Commander for situation briefing.
- Determine your personal operating location and set up as necessary.
- Obtain necessary equipment and supplies from Logistics.
- Put on position identifier, such as vest, if available.
- Open and maintain a position log. Maintain all required records and documentation to support the history of the emergency or disaster.

Operational Duties:

- Brief Agency Representatives on current situation, priorities and incident action plan.
- Ensure coordination of efforts by keeping IC informed of agencies' action plans.
- Provide periodic update briefings to Agency Representatives as necessary

Closing Down:

- At the Incident Commander's direction, deactivate the Liaison Officer position and release staff no longer needed. Direct staff members to sign out through Timekeeping.
- Return equipment and reusable supplies to Logistics.
- Close out all logs. Provide logs and other relevant documents to the Documentation Unit.

Equipment/ Vest or position identifies, if available

Supplies: Two-way radio, if available

Clipboard, paper, pens

OPERATIONS CHIEF:

Report to: Incident Commander

Stay calm and read this entire job duty sheet before taking any action

Mission: Responsible for managing operations related to the incident such as: Search and Rescue, First Aid, Attendance and Supervision

Necessary Supplies: All keys, communications (district radio and Baldwin walkie talkie), backup tapes, and emergency backpacks needed for the duration, Stretcher and wheelchair

Immediate:

1. Receive appointment from Incident Commander

2. Obtain briefing from Incident Commander

3. Appoint and brief staff: Security Officer, First Aide Officer, Search & Rescue Officer, and Safety Officer.

4. Check that student evacuation is proceeding as planned.

5. Go to and check that Search and Rescue is proceeding as planned.

6. Receive periodic reports from staff. Review status of reports and brief Site Incident Commander on a regular basis.

7. Oversee safe set up and operation of first aid center, morgue, attendance area and counseling center.

8. Document all actions and decisions on a continual basis.

PUBLIC INFORMATION OFFICER (PIO) –

Report to: Logistics Chief,

Personnel: Available staff with assistance from available volunteers

Policy:

- The public has the right and the need to know important information related to emergencies/disaster at the school site as soon as it is available.
- The Public Information Officer acts as the official spokesperson for the school site in an emergency situation. If a school district PIO is available, he/she will be the official spokesperson. A school site-based PIO should only be used if the media is on campus and the district PIO is not available or forthcoming.
- News media can play a key role assisting the school in getting emergency/disaster related information to the public (parents).
- Information released must be consistent, accurate and timely.
- PIO officer will be assisted by “Phone Tree” persons and will assist them when necessary.

Start Up Actions:

- Determine a possible “news center” site as a media reception area (located away from the CP and students). Get approval from IC.
- Identify yourself as the “PIO” (vest, visor, sign, etc.).
- Obtain cell phones to place outside calls if necessary
- Consult with district PIO to coordinate information release.
- Assess situation and obtain statement from IC. Tape-record if possible.
- Advise arriving media that the site is preparing a press release & approximate time of its issue.
- Open and maintain a position log of your actions and all communications. If possible, tape media briefings. Keep all documentation to support the history of the event.

Operational Duties:

- Keep up to date on the situation.
- Statements must be approved by the IC and should reflect:

o Reassurance – EGBOK – “Everything’s going to be OK.”

o Incident or disaster cause and time of origin.

o Size & scope of the incident.

o Current situation – condition of school site, evacuation progress, care being given, injuries, student release location, etc. Do not release any names.

o Resources in use.

o Best routes to school if known and appropriate.

o Any information school wishes to be released to the public.

- Read statements if possible.
- When answering questions, be complete & truthful, always considering confidentiality & avoid emotional impact. Avoid speculation, bluffing, lying, talking “off the record”, arguing, etc. Avoid use of the phrase “no comment”.

Closing Down:

- At the Incident Commander’s direction, release PIO staff no longer needed. Direct staff members to sign out through Timekeeping.
- Return equipment and reusable supplies to Logistics.
- Close out all logs. Provide logs and other relevant documents to the Documentation Unit.

Equipment/Supplies:

Public information kit consists of:

- ID vest
- Battery operated AM/FM radio
- Paper, pencils, marking pens
- Scotch tape, masking tape
- Scissors
- School site map(s) and area maps
- 8 ½ x 11 handouts
- Laminated poster board size for display

Forms:

- Disaster Public Information Release Work Sheet
- Sample Public Information Release
- School Profile or School Accountability Report Card (SARC)

LOGISTICS CHIEF – (1)

Report to: Incident Commander,

Responsibilities: The Logistics Section is responsible for providing facilities, services, personnel, equipment and materials in support of the incident.

Start Up Actions:

- Check in with Incident Commander for situation briefing.
- Open supplies container or other storage facility.
- Put on position identifier, such as vest, if available.
- Begin distribution of supplies and equipment as needed.
- Ensure that the Command Post and other facilities are set up as needed.

Operational Duties:

- Assume the duties of all Logistics positions until staff is available and assigned.
- As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- Coordinate supplies, equipment and personnel needs with the IC.
- Maintain security of cargo container, supplies and equipment.

Closing Down:

- At the IC's direction, deactivate the section and close out all logs.
- Verify that closing tasks of all Logistics positions have been accomplished. Secure all equipment and supplies.

Equipment/Supplies:

Two-way radio

Job description clipboard

Paper, pens

Cargo container or other storage facility and all emergency supplies stored on campus

Clipboards with volunteer sign-in sheets

Forms: Inventory of emergency supplies on campus

Site Status Report

Communications log

Message forms

COMMUNICATIONS: (1)

Report to: Logistics Chief,

Responsibilities: This unit is responsible for establishing, coordinating and directions verbal and written communications within the school disaster site and with the school district. If the school district cannot be contacted, communications may be made with outside agencies when necessary.

Personnel: School staff member with campus two-way radio, supported by student or disaster volunteer runners, and Disaster volunteer who is a qualified amateur radio operator.

Start Up Actions:

- Set up Communications station in a quiet location with access to the Command Post.
- Turn on radios and advise CP when ready to accept traffic.

Operational Duties:

- Communicate with district EOC per district procedure. At the direction of the IC, report status of students, staff and campus, using Site Status Report form
- Receive and write down all communications from the district EOC.
- Use runners to deliver messages to the IC with copies to the Plans/Intelligence Chief.
- Maintain Communications Log: date/time/originator/recipient.
- Follow communications protocol. Do not contact the city directly if the district EOC is available.
- Direct the media or the public to the Public Information Officer
- Monitor AM/FM radio for local emergency news: KFWB 980 kHz and KNX 1070 kHz.
- Direct, sign-in, distribute vests to parent volunteers. Assign to team leaders as necessary.
- Direct phone tree personnel

Closing Down:

- Close out all logs, message forms, etc. and turn them over to Documentation.
- Return all equipment and unused supplies to Logistics.

Equipment/Supplies:

Job description clipboard Paper, pens

Table & chairs AM/FM radio

Two-way radios with spare batteries for each

File boxes, tote tray for outgoing messages

Forms: Site Status Report and Message forms

SITE FACILITY CHECK/SECURITY: (4)

Report to: Operations Chief,

Personnel: Staff as assigned. Work in pairs.

Responsibilities: Take no action that will endanger yourself. Traffic control and facility check.

Start Up Actions:

- Wear hard hat and orange identification vest is available. Wear surgical gloves under work gloves.
- Take appropriate tools, job description clipboard & walkie-talkies (Station 1).
- Put batteries in flashlight if necessary.

Operations Duties:

- As you do the following, observe the campus and report any damage by walkie-talkie (Station 1) to the Command Post.*
- Lock gates and major external doors.
- Post Traffic Control Signs keeping side access and front loop clear of all vehicles except emergency vehicles. Direct Parents to Iron Horse Trail for student release. Take shifts to insure that traffic control is always supervised.
- Locate/control/extinguish small fires as necessary.
- Check gas meter and, if gas is leaking, shut down gas supply (custodian can help).
- Shut down electricity only if building has clear structural damage or advised to do so by Command Post.
- Post yellow caution tape around damaged or hazardous areas...
- Verify that campus is "locked down" and report same to CP.
- Advise CP of all actions taken for information and proper logging.
- Be sure that the entire campus has been checked for safety hazards and damage.
- Reassess the utility status at regular intervals:

a. When safe to do so, turn water and electricity back on.

b. Contact the Gas Company to turn gas main back on.

- No damage should be repaired prior to full documentation, such as photographs and video evidence, unless the repairs are essential to immediate life-safety.
- Route fire, rescue, police, etc. as appropriate.
- Direct all requests for information to the Public Information Officer.

Important locations

1. Fire Alarm panel is:
2. Gas main is
3. Electrical main is

Individual Buildings are located in:

4. Phone main panels are
1. Water main is

Closing Down:

- Return equipment and reusable supplies to Logistics.
- When authorized by IC, close out all logs. Provide logs and other relevant documents to the Documentation Unit.

Equipment/Supplies:

Wear vest, hard hat, surgical gloves under work gloves and whistle

Carry campus walkie-talkie (Station 1) radio, master keys and clipboard with job description. Carry bucket or duffel bag with goggles, flashlight, dust masks, yellow caution tape and shutoff tools – for gas & water (crescent wrench)

Remember: if you are not acknowledged, you have not been heard. Repeat your transmission, being aware of other simultaneous transmissions.

SEARCH AND RESCUE LEADER: (1)

Report to: Operations Chief,

Safety Rules: Buddy system – minimum of two (2) persons per team.

Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear hard hat, vest, surgical gloves under work gloves. Size up the situation first. Follow all operational and safety procedures.

Start Up Actions:

- Obtain all necessary equipment from container.
- Obtain briefing from Operations Chief, noting known fires, injuries or other situations requiring response.
- Appoint and brief staff (each team must have 3 members, with one serving as Team Leader)
- Review attendance reports from Operations Chief to determine if search or rescue is necessary.
- Search teams set walkie-talkies to station 2, reporting back to team leader. Team leader forward all necessary messages on station 1 to Command Center.

Operational Duties:

- Perform visual check of outfitted team leaving CP; include radio check. Teams must wear sturdy shoes and safety equipment.
- Record names and assignments before deploying teams.
- Dispatch teams to known hazards or situations first, then to search the campus using specific planned routes. Send a specific map assignment with each team.
- Remain at CP in radio contact with S & R Teams.
- Record all teams' progress and reports on site map, keeping others at CP informed of problems. When a room is reported clear, mark a "C" on the large search and rescue map located at command center..
- If injured students are located, consult Operations Chief for response. Utilize transport teams, or send a First Aid Team.
- Record exact location of damage and triage tally (I=immediate, D=delayed, DEAD=dead on map).
- Deep radio communication brief and simple. No codes. *

Closing Down:

- Record the return of each S & R team. Direct them to return equipment and report for additional assignment to Logistics.
- Provide maps & logs to the Documentation Unit.

Equipment/Supplies:

- Teams wear vest, hard hat, work & latex gloves & whistle with master keys on lanyard. One member wears first aid backpack.
- Teams may carry campus two-way radio and clipboard with job description & map indicating search plan.
- Teams carry bucket of duffel bag with goggles, flashlight, dust masks, pry bar, grease pencil, pencils, duct tape, masking tape.
- Remember: if you are not acknowledged, you have not been heard. Repeat your transmission, being aware of other simultaneous transmissions.

SEARCH AND RESCUE TEAMS: (5)

Report to: Search and Rescue Leader,

Safety: Buddy System: Minimum of 3 persons per team. Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first. Follow all operational and safety procedures.

Start Up Actions:

- Obtain all necessary equipment from container. See list below. You must be wearing sturdy shoes and long sleeves. Put batteries in flashlight.
- Check at command post for assignment.

Operational Duties:

- Report gas leaks, fires or structural damage to CP immediately upon discovery. Shut off gas or extinguish fires if possible.
- Before entering a building, inspect complete exterior of building. Report structural damage to team leader. Use yellow caution tape to barricade hazardous areas. Do not enter severely damaged buildings.
- If building is safe to enter, search assigned area using orderly pattern. Check all rooms.

Search Methodology:

Call Out: Begin the search by shouting out "If anyone can hear my voice, come here." If any victims respond, give them further directions. Be sure to ask victims for any information they may have about the building or other victims.

Right Wall/Left Wall: Move systematically along the wall to either the right or left. The wall is the rescuer's lifeline. If you or your partner becomes disoriented, reverse your steps staying close to the wall until you get back to the doorway. Throughout your search, stay in voice contact with your partner so you do not get separated.

Listen Carefully: Stop frequently and just listen - for tapping sounds, movement, or voices.

Triangulate: Three rescuers, guided by victim sounds, form a triangle around a designated area and direct flashlights into that area. The light shining from different directions eliminate shadows that could otherwise hide victims.

Mark Searched Areas: When classes evacuated, teachers should have marked their rooms as follows:

RED - victim inside

YELLOW – All Clear

When you enter a room, make a single slash on or next to the door. Make an

opposite slash (creating an "X") when all occupants have been removed and the

search of that area is finished.

- Report by radio to Command Post that room has been cleared (ex. "Room A-123" is clear").

- When injured victim is located, team transmits location, number and condition of injured to CP. Do not use names of students or staff. Follow directions from CO.
- Record exact location of damage and triage tally (I=immediate, D=delayed, DEAD=dead on map and report information to CP.
- Keep radio communication brief and simple. No codes.

Closing Down:

- Return equipment to Logistics. Provide maps & logs to the Documentation Unit.

Equipment/Supplies:

Wear vest, hardhat, work gloves under latex gloves, and whistle with master keys on neck lanyard. Wear first aid backpack.

Carry campus two-way radio and clipboard with job description & map indicating search plan.

Carry bucket or duffel bag with ogles, flashlight, dust masks, pry bar, grease pencil, pencils, duct & masking tapes.

* Remember: if you are not acknowledged, you have not been heard. Repeat your transmission, being aware of other simultaneous transmissions.

MEDICAL TEAM LEADER: (1)

Report to: Operations Chief,

Responsibilities: The Medical Team Leader is responsible for the provision of emergency medical response, first aid, and counseling. Informs the Operations Chief of IC when the situation requires health or medical services that staff cannot provide. Ensures that appropriate actions are taken in the event of deaths.

Start Up Actions:

- Establish scope of disaster with IC and determine probability of outside emergency medical support and transport needs.
- Turn walkie-talkie to station 1
- Make personnel assignments. If possible, assign a minimum of two people to Triage, two to Immediate, two to Delayed and two to Psychological.
- Set up first aid area in a safe place, away from students and parents, with access to emergency vehicles. Obtain equipment/supplies from the container.
- Assess available inventory of supplies & equipment.
- Review safety procedures and assignments with personnel.
- Establish point of entry ("triage") into treatment area.
- Establish "immediate" and "delayed" treatment areas.
- Set up a separate Psychological First Aid area if staff levels are sufficient.

Operational Duties:

- Oversee care, treatment and assessment of patients.
- Ensure caregiver and rescuer safety * Latex gloves for protection from body fluids; replace with new gloves for each patient.
- Make sure that accurate records are kept.
- Provide personnel response for injuries in remote locations or request Transport Team from Logistics.
- If needed, request additional personnel from Logistics.
- Brief newly assigned personnel.
- Report deaths immediately to Operations Chief.
- Keep Operations Chief informed of overall status.
- Set up morgues, if necessary, in cool, isolated, secure area; follow guidelines.
- Stay alert for communicable diseases and isolate appropriately.

- Consult with Student Care Director regarding health care, medications and meals for students with known medical conditions (diabetes, asthma, etc.)

Closing Down:

- At the Incident Commander's direction, release Medical staff no longer needed. Direct staff members to sign out through Timekeeping.
- Return equipment and reusable supplies to Logistics.
- When authorized by IC, deactivate the section and close out all logs. Provide logs and other relevant documents to the Documentation Unit.

Equipment/Supplies:

- Supplies located in Emergency Shed. Take only what is needed. Use the shed to refill when necessary.

MEDICAL TEAM: (5)

Report to: Operations Chief,

Personnel: First-aid trained staff and volunteers

Responsibilities:

- Use approved safety equipment and techniques.

Start Up Actions:

- Obtain & wear personal safety equipment including latex gloves.
- Check with Medical Team Leader for assignment.

Operational Duties:

- Administer appropriate first aid.
- Keep accurate records of care given.
- Continue to assess victims at regular intervals.
- Report deaths immediately to Medical Team Leader.
- If & when transport is available, do final assessment and document on triage tag. Keep and file records for reference – do not send with victim.
- Student's Emergency Card must accompany student removed from campus to receive advanced medical attention. Send emergency out of area phone number if available.

Triage Entry Area:

- Staffed with minimum of 2 trained team members, if possible.

* One member confirms triage tag category (red, yellow, green) and directs to proper treatment area. Should take 30 seconds to assess – no treatment takes place here. Assess if not tagged.

*Second team member logs victims' names on form and sends forms to CP as completed.

Treatment Areas ("Immediate" & "Delayed"):

- Staff with minimum of 2 team members per area, if possible.
- One member completes secondary head-to-toe assessment.
- Second member records information on triage tag and on-site treatment records.
- Follow categories: Immediate, Delayed, Dead
- When using two-way radio, do not use names of injured or dead.

Closing Down:

- Return equipment and unused supplies to Logistics.
- Clean up first aid area. Dispose of hazardous waste safely.
- Complete all paperwork and turn into the Documentation Unit.

MORGUE: (2)

Report to: Operations Chief,

Personnel: To be assigned by the Operations Chief, if needed.

Start Up Actions:

- Check with Operations Chief for direction.
- If directed, set up morgue area. Verify:

* Tile, concrete or other cool floor surface

* Accessible to Coroner's vehicle

* Remote from assembly area

* Security: Keep unauthorized persons out of morgue.

* Maintain respectful attitude.

Operational Duties:

- After pronouncement of determination of death:
- Confirm that the person is actually dead.
- Do not move the body until directed by CP.
- Do not remove any personal effects from the body. Personal effects must remain with the body at all times.
- As soon as possible, notify Operations Chief, who will notify the CP, who will attempt to notify law enforcement authorities of the location and, if known, the identity of the body. They will notify the Coroner.
- Keep accurate records and make available to law enforcement and/or the Coroner when requested.
- Write the following information on two tags.

* Date and time found.

* Exact location where found.

* Name of decedent if known.

* If identified – how, when, by whom.

* Name of person filling out tag.

- Attach one tag to body.
- If the Coroner's Office will not be able to pick up the body soon, place body in plastic bag(s) and tape securely to prevent unwrapping. Securely attach the second tag to the outside of the bag. Move body to morgue.
- Place any additional personal belongings found in a separate container and label as above. Do not attach to the body – store separately near the body.

Closing Down:

- After all bodies have been picked up, close down the Morgue.
- Return equipment and unused supplies to Logistics.
- Clean up area. Dispose of hazardous waste safely.

- Complete all paperwork and turn into the Documentation Unit.

Equipment/Supplies:

Tags Vicks Vapo Rub

Pens/Pencils Plastic tarps

Plastic Trash Bags Stapler

Duct Tape 2" cloth tape

STUDENT RELEASE: (5)

Report to: Evacuation Chief,

Personnel: School Secretary, available staff and disaster volunteers. Use buddy system.

Student Release process is supported by student runners.

Responsibilities: Assure the reunification of students with their parents or authorized adult through separate Request and Release Gates (Located near Iron Horse Trail).

Start Up Actions:

- Obtain and wear vest or position identifier, if available.
- Turn walkie-talkies to station 1
- Check with Operations Chief for assignment to Request Gate or Release Gate.
- Obtain necessary equipment and forms from Logistics.
- Secure area against unauthorized access. Mark gates with signs.
- Set up Request Gate at the main student access gate. Use alphabetical grouping signs to organize parent requests.
- Have Student Release Forms available for parents outside of fence at Request Gate. Assign volunteers to assist.
- Set up Release Gate some distance from Request Gate.

Operational Duties:

- Follow procedures outline below to ensure the safe reunification of students with their parents or guardians.
- Refer all requests for information to the Public Information Officer. Do not spread rumors.
- If volunteers arrive to help, send those with Disaster Volunteer badges with photo I.D. to Logistics. If they are not registered (do not have badges), direct them to a branch library to register.

Procedures:

- Requesting adult fills out Student Release Form, gives it to staff member, and shows identification.
- Staff verifies identification, pulls Emergency Card from file, and verifies that the requester is listed on the card.
- Staff instructs the requester to proceed to the Release Gate.
- If there are two copies of the Emergency Cards (one at each gate), staff files the Emergency Card in the out box. If there is only one copy, runner takes the card with the Student Release Form, and staff files a blank card with the student's name on it in the out box.
- Runner takes forms(s) to the designated classroom.

Note: if a parent refuses to wait in line, don't argue. Note time with appropriate comments on Emergency Card and place in out box.

TRANSPORT TEAM: (3-5)

Report to: Operations Chief,

Stay calm and read this entire job duty sheet before taking any action

Mission: Bring injured to the treatment area.

Materials Needed: Stretcher, medical gloves.

Immediate:

1. Receive assignment from Transport Officer.
2. Obtain briefing from Search and Rescue Officer
3. 2 members of the transport team will follow each Search and Rescue team.
4. Remove injured to treatment area when instructed by the Search & Rescue Team Leader
5. Refuse to give out names or number of injured/dead to anyone but the First Aid Officer. Next of kin will be notified by the Incident Command.

Victim Removal

Self Removal or Assist: Ambulatory victims may be able to get out, with or without assistance, once obstacles are removed. Even when a victim is capable of self-removal, provide assistance and support as the victim vacates the area to avoid the possibility of additional injury.

Lifts and Drags: If a victim cannot get out on his/her own use one of the following:

1. One Person Arm Carry
2. One-Person Pack-Strap Carry
3. Two Person Lift
4. Chair carry SEE ATTACHED DIAGRAM
5. Blanket drag
6. Drag

***Unless there is a condition that threatens rescuer safety, do not use these types of victim removal if you suspect a closed head, neck or spine injury. Victims with injuries to the head or spine should be stabilized on a backboard before removal. Remember to use in-line stabilization.

Document Results

Keep complete records both of removed victims and of victims who remain trapped or dead, then report this information to the Operations Chief and Incident Commander

EVACUATION AREA SUPERVISOR: (1)

Report to: Evacuation Chief,

Stay calm and read this entire job duty sheet before taking any action

Mission: Carry out the accounting, supervision and release of all students and staff. Carry out the direction of the Incident Commander.

1. Protect yourself during danger time; then check on buddy safety (grade level members).

Determine if you or buddy needs to stay with injured persons so an accurate report can be made on the Accountability Report Form.

2. Take appropriate and reasonable action to evacuate all students to the evacuation area. If the designated route to the field area is not safe, seek out the safest route possible for you and your students.

3. Bring your emergency pack, roll book, and a pencil.

4. Check that all students exit. Injured persons who cannot be moved should be protected as best as possible, left if staying is endangering another (unless life saving measures are in progress) and their location reported on your Accountability Report Form.

5. If you have injured/trapped/deceased students, label the door as appropriate with the laminated form (pink for injured/trapped, black for deceased).

6. Close outer doors and inner to prevent entrance to room after you leave. LEAVE DOOR UNLOCKED

7. Provide lists of students for any teachers who do not have them.

8. Collect all Accountability Reports from teachers. Account for ALL students and staff. Mark teachers and staff off as they check in with you on the master staff list. Write the names of any guest teachers who check in with you on the master staff list.

9. Send a list of missing persons to Evacuation Chief.

10. Supervise students and take over where teacher has prior emergency response duties.

11. Close supervision area to all non-parent/guardian public.

12. Locate and help students get to student release point when requested.

13. Keep students in attendance groups until otherwise directed.

14. Prepare a report and update the Evacuation Chief at regular intervals.

15. Document all actions and decisions on a continual basis.

CLASSROOM EVACUATION:

All PT Classified Personnel not assigned

Report to: Evacuation Chief,

Stay calm and read this entire job duty sheet before taking any action

Mission: Provide safe supervision and release of all students and staff. Treat minor injuries. Carry out the directives of the Evacuation Chief.

1. Protect yourself during danger time; then check on buddy safety (grade level members).

Determine if you or buddy needs to stay with injured persons so an accurate report can be made on the Accountability Report Form.

2. Take appropriate and reasonable action to evacuate all students to the evacuation area. If the designated route to the field area is not safe, seek out the safest route possible for you and your students.

3. Bring your emergency pack, roll book, and a pencil.

4. Check that all students exit. Injured persons who cannot be moved should be protected as best as possible, left if staying in endangering another (unless life saving measures are in progress) and their location reported on your Accountability Report Form.

5. If you have injured/trapped/deceased students, label the door as appropriate with the laminated form (pink for injured/trapped, black for deceased).

6. Close outer doors and inner to prevent entrance to room after you leave. LEAVE DOORS UNLOCKED

7. Once in the evacuation area, instruct students to line up as trained in their alphabetical order. Account for each student in your alphabetical line. Complete your Accountability Report and turn it in to ????? Be sure your Accountability Report has YOUR NAME & ROOM NUMBER on it!!! List any students that you left in your classroom on the Accountability Report. If student is missing from line ask around to see if in wrong place, ask if anyone has seen the student.. Accuracy of accounting is more important than speed.

8. Handle any minor injuries at the evacuation area.

9. Endeavor to keep your students calm and together in the evacuation area. Explain to them that there is a system in place for releasing students to parents who come to pick them up from school. Students will be called from their evacuation area to report to their parents after the parents log in the request at the Attendance Release Point.

10. Direct any parents and reporters to the Command post. Please do not take it upon yourself to speak for the school. Refuse to give out names or numbers of injured/dead to anyone.

Next of kin will be notified by Incident Command.

11. When complete, ask Evacuation Chief about other jobs.

SOCIAL SERVICES: (1)

Report to: Evacuation Chief,

Stay calm and read this entire job duty sheet before taking any action

Mission: Coordinate staff and dependent care during an incident. Carry out the directives of the Evacuation Chief.

Immediate:

1. Receive appointment from Evacuation Chief.

2. Obtain briefing from Operations Chief

3. Appoint and brief staff (No less than 2 on a team): Dependent Care Team, Staff Support Team.

4. Notify next of kin of injured/dead personnel.

5. Safely establish dependent care area.

6. Oversee care by Dependent Care Team for dependents of working staff members.

7. Safely establish staff support area.

8. Oversee counseling by Staff Support Team of staff distraught over incident.

9. Maintain general message board for workers and staff.

10. Prepare report and update Evacuation Chief at regular intervals.

11. Document all actions and decisions on a continual basis.

SANITATION AND RECOVERY: (2)

Names:

Report to: Incident Commander,

Stay calm and read this entire job duty sheet before taking any action

Mission: Coordinate sanitation operations of Emergency Operation Center. Carry out the directives of the Logistics Chief.

Immediate:

1. Receive appointment from Logistics Chief
2. Obtain briefing from Logistics Chief
3. Establish field latrine areas (male and female) as needed
4. Station Sanitation Staff member at all latrine areas to give instructions.
5. When it is safe to re-enter buildings, check to see if existing toilet facilities are accessible and functional. If building is safe and water isn't working, line the stools with plastic bags.
6. Report to Logistics Chief
7. Document all actions and decisions on a continual basis.

Status Board: (2)

Report to: Incident Commander,

Mission: Log and route all incoming/outgoing messages and communications from Incident Commander.

Immediate:

1. Receive appointment from Incident Commander
2. Obtain briefing from Incident Commander
3. Log and route all messages
4. Coordinate and dispatch all messengers
5. Track flow of information in/out
6. Document all actions and decisions on a continual basis

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate

response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

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

Operations

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

Logistics

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

Finance & Administration

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

Emergency Response Guidelines

Step One: Identify the Type of Emergency

Administration will verify the type of emergency as identified under section, Types of Emergencies and Specific Procedures

Step Two: Identify the Level of Emergency

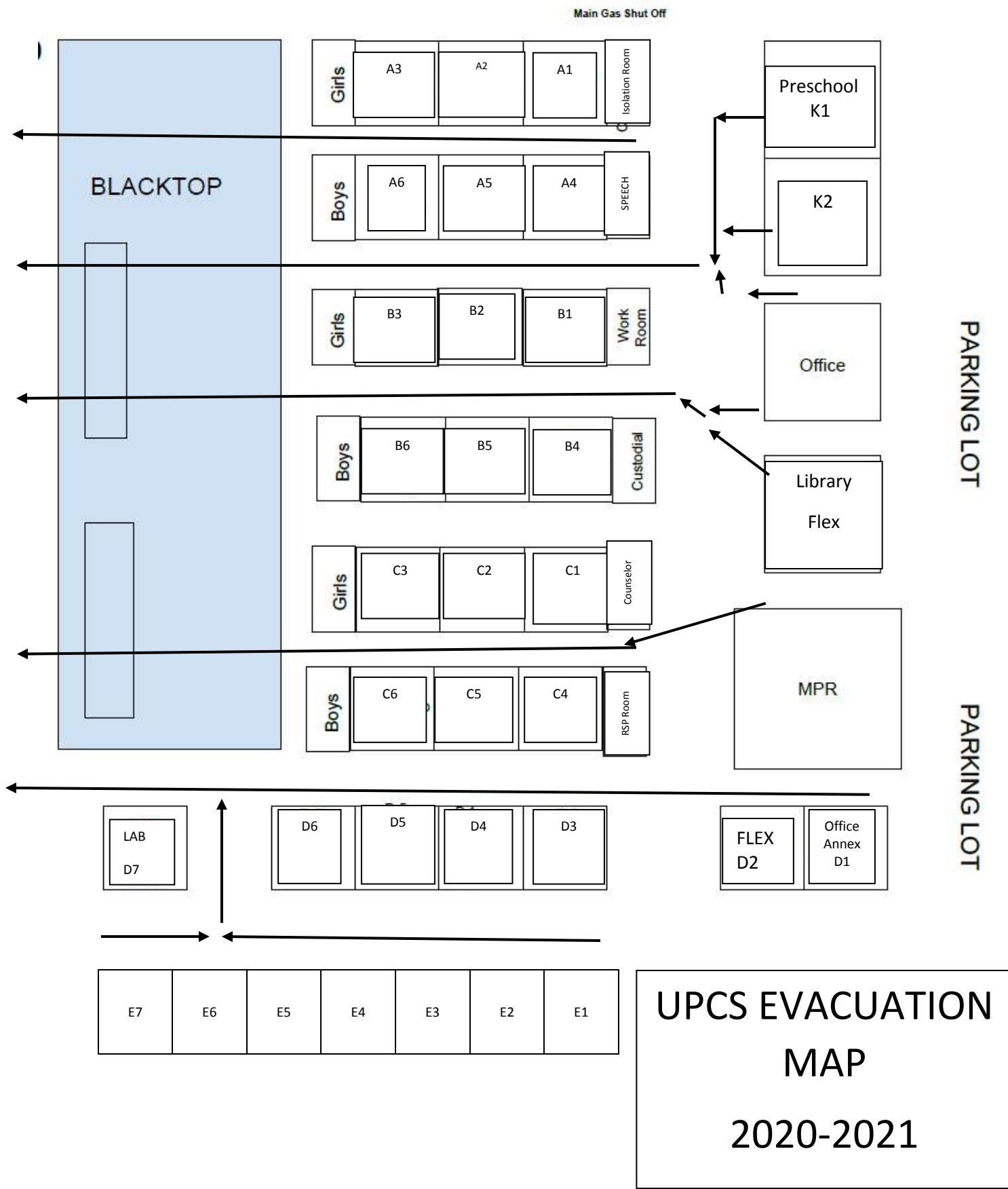
Administration will identify the level of the emergency. Administration may use the tool provided by the Ventura County Sheriff's Department which is included in this plan, School Threat Assessment Worksheet.

Step Three: Determine the Immediate Response Action

Based on the threat assessment the appropriate response will be taken. The types of responses and specific actions needed are outline in the safety plan under Types of Emergencies and Specific Procedures

Step Four: Communicate the Appropriate Response Action

Administration will follow protocol as outlined in the emergency plan to communication to law enforcement, emergency personnel, local agencies, staff, students, and families.



Davis
Maldonado
Bullicer
Gout
Alargunsoro
Vigil
King
Preschool
Moore
Johnson
Yahr
McCurdy
Reynolds
Johnston, Lorena
Hillendahl
Cachu
Pereyra
Johnston, Ronda
Herrera
Lira
Vara
Sanchez
Finch
Phillippe
Colon
Matthes
Pina
Jimenez
Licea
Goodson
Bender
Ransom

PLAY
EQUIPMENT

BLACKTOP

UPCS EVACUATION
MAP
2020-2021

Evacuation Locations

In the event of an emergency, either an on-campus or off-campus evacuation may be necessary. In order to be prepared, schools must identify safe evacuation locations to relocate the school population.

On-Campus Evacuation Location

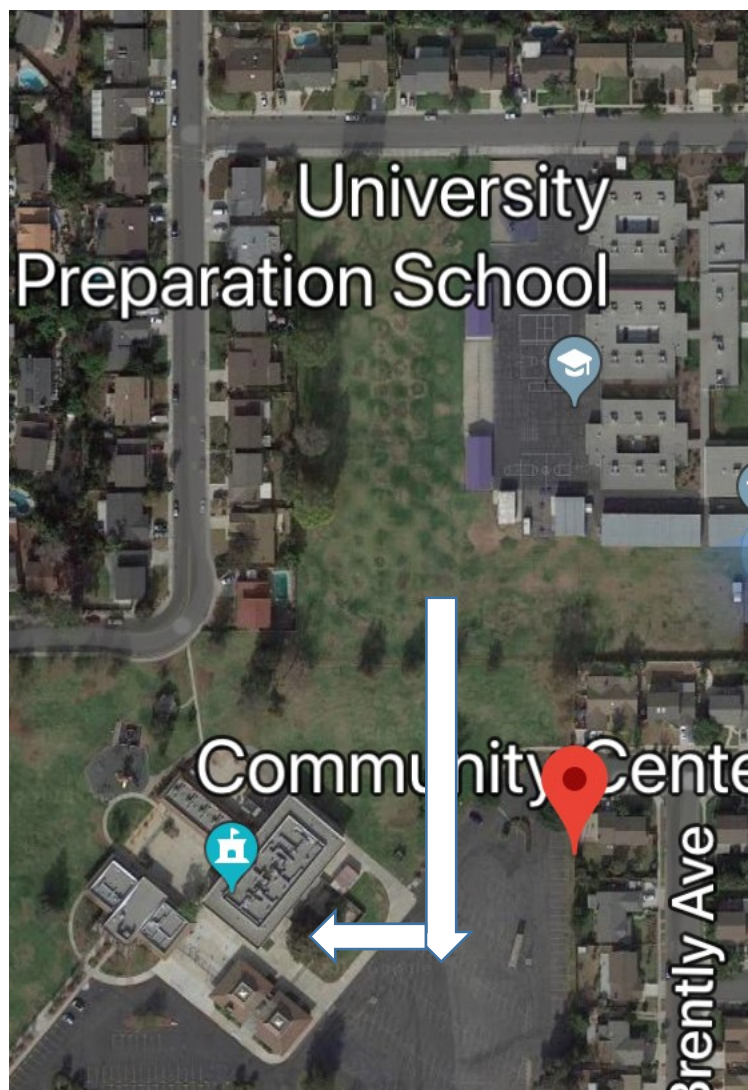
- A) Large grass area on the back side of the campus.

Off-campus Evacuation Locations

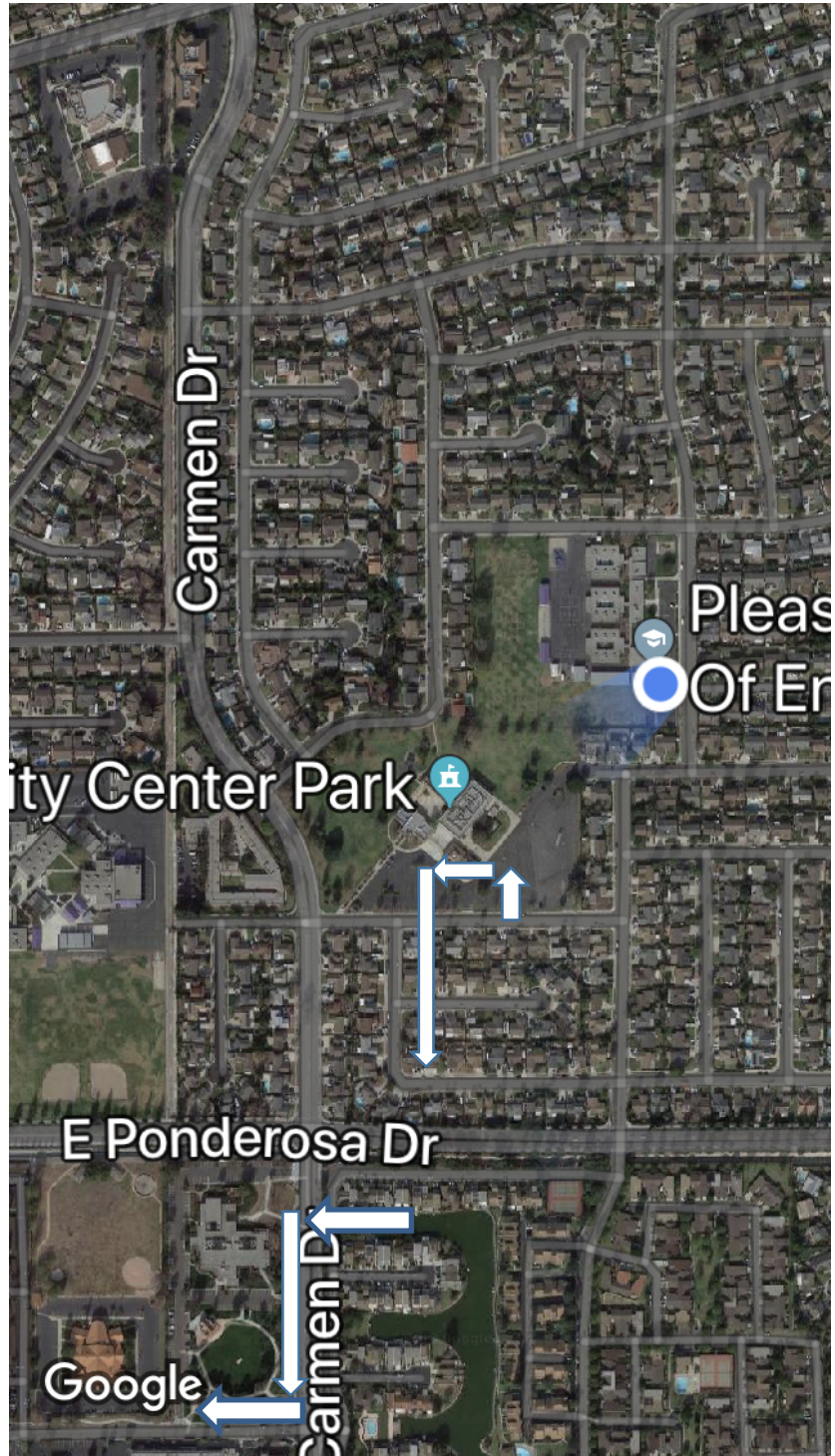
- A) Primary Location- Camarillo Community Center
- B) Secondary Location- Monte Vista Middle School

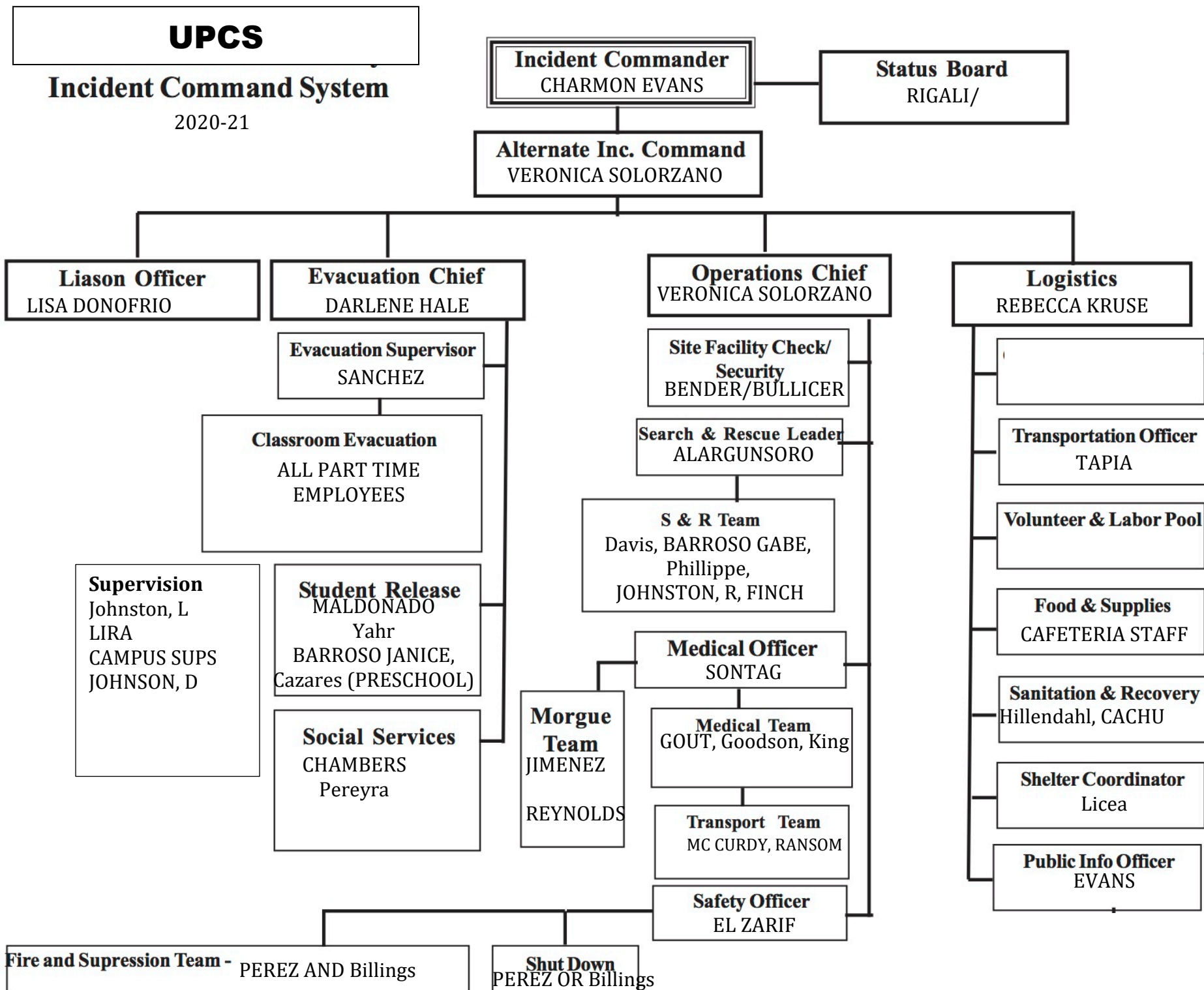
Evacuation Maps

Primary Location



Secondary Location





--	--	--

Subject: Last, First, Middle

Case/Incident Number

Date

School Threat Assessment Worksheet

Disclaimer: The results of this assessment tool do not predict future violence nor are they a fool proof method of assessing an individual's risk of harm to others. The purpose of this assessment is to identify the circumstances and variables, which may increase risk for potential youth violence as well as to assist the school staff in developing an Intervention Plan.

Student Name _____	Date of Birth _____
School _____	Grade _____ Administrator _____
Date/Time/Location of Incident _____	

1.	Motive for violence or threat	Absent/Mild	Moderate	Severe
----	-------------------------------	-------------	----------	--------

Risk Indicators: *Statements or observed behaviors that indicate the subject seeking to address a grievance or injustice through violent means. The subject sees violence as a legitimate option to achieving their goal. Their goal may also include: end pain, gain notoriety, restore dignity or self-worth, and or revenge/retribution for a perceived wrong done to them.*

Notes:

--	--	--

Team Member

Team Member

Team Member

Page 1

--	--	--

Subject: Last, First, Middle

Case/Incident Number

Date

2.	Expressed intent to attack	Absent/Mild	Moderate	Severe
<p>Risk Indicators: <i>Any specific plans, threats, or expressed intentions to harm individuals at their school. Many individuals who engage in targeted violence do not direct threats to their targets, but communicate their ideas, plans, or intentions to others. Some also keep journals or diaries recording their thoughts and behaviors. Collateral informants (family, friends, caregivers, and co-workers) should be questioned about any unusual or inappropriate ideas and any signs of the subject's desperation or deterioration.</i></p>				
<p>Notes:</p>				

3.	Violent fantasies or homicidal ideas	Absent/Mild	Moderate	Severe
<p>Risk Indicators: <i>Subject entertains thoughts of violence towards the school in general or towards specific individuals they know. Subject has a preoccupation with past school shooters or other perpetrators of mass violence.</i></p>				
<p>Notes:</p>				

--	--	--

Team Member

Team Member

Team Member

Page 2

--	--	--

Subject: Last, First, Middle

Case/Incident Number

Date

4.	Pre-Attack Behaviors	Absent/Mild	Moderate	Severe
<p>Risk Indicators: <i>Subject has moved past violent ideas and has started making physical preparations to carry out a violent act: planning and/or practice; increased weapons acquisition; access to potential targets; research to increase knowledge of targets' whereabouts; or actions to increase access to targets. Pre-attack behaviors may accelerate in frequency leading up to an attack (Energy burst warning behavior).</i></p>				
<p>Notes:</p>				

5.	5. Means and Access	Absent		Present
<p>Risk Indicators: <i>Does the subject have the capacity/cognitive sophistication to carry out an act of targeted violence?</i></p>				
<p>Notes:</p>				

--	--	--

Team Member

Team Member

Team Member

Page 3

--	--	--

Subject: Last, First, Middle

Case/Incident Number

Date

6.	Hopelessness, personal stress, and negative coping	Absent/Mild	Moderate	Severe
<p>Risk Indicators: <i>The subject has experienced significant losses in the following areas: material (treasured object); relational (death or separation of close relationship); or losses of status (narcissistic injury). Potential losses can be examined in at least four domains: family relations, intimate/peer relations, occupational, and self-image/status. The subject expresses a sense of hopelessness/desperation and may consider suicide as a means of elevating their pain. Subject demonstrates inability to cope with stressors in their life.</i></p>				
<p>Notes:</p>				

7.	Anger	Absent/Mild	Moderate	Severe
<p>Risk Indicators: <i>Angry and impulsive reactions to frustrations coupled with physical displays of danger, e.g., throwing objects, vandalism, bullying, intimidation, and fighting, that cause noteworthy fear and concern in others. Subject's displays of anger are increasing in intensity and frequency.</i></p>				
<p>Notes:</p>				

--	--	--

Team Member

Team Member

Team Member

Page 4

--	--	--

Subject: Last, First, Middle

Case/Incident Number

Date

8.	Substance abuse	Absent/Mild	Moderate	Severe
----	-----------------	-------------	----------	--------

Risk Indicators: *The subject has either self-identified as a substance abuser, or has exhibited signs of intoxication. The subject has history of anger or violence associated with alcohol or drug dependency problem.*

Notes:

9.	History of violence and criminal activity	Absent/Mild	Moderate	Severe
----	---	-------------	----------	--------

Risk Indicators: *Subject has a history of violence; frequent or severe. Subject has engaged in criminal activity; violent or nonviolent crime. Displays outward antagonism and disdain towards authority figures.*

Notes:

--	--	--

Team Member

Team Member

Team Member

Page 5

--	--	--

Subject: Last, First, Middle

Case/Incident Number

Date

10.	Inhibitors against violence	Strong	Moderate	Absent
Risk Indicators: <i>Subject demonstrates resiliency and limit-setting that is derived from positive attitudes, pro-social attachments, supportive family structure, peer support, respect for others, respect for authority figures, and positive life goals.</i>				
Notes:				

Risk opinion/disposition narrative

--	--	--

Team Member

Team Member

Team Member

--	--	--

Subject: Last, First, Middle

Case/Incident Number

Date

	Risk Factor	Absent/ Mild	Moderate	Severe
1.	Motive for violence or threat			
2.	Expressed intent to attack			
3.	Violent fantasies or homicidal ideas			
4.	Pre-Attack Behaviors			
5.	Means and Access			
6.	Hopelessness, personal stress, and negative coping			
7.	Anger			
8.	Substance abuse			
9.	History of violence and criminal activity			
10.	Inhibitors against violence	Strong	Moderate	Absent

☐

Category 1

An individual is, or is very close to, behaving in a way that is, potentially dangerous to self or others. Examples include detailed threats of lethal violence, suicide threats, possession/use of firearms or other weapons, serious physical fighting, etc. Most of these individuals will qualify for immediate hospitalization or arrest.

☐

Category 2

An individual has displayed significant Early Warning Signs, has significant existing Risk Factors and/or Precipitating Events, and has few Stabilizing Factors. May not qualify for hospitalization or arrest at present, but requires referrals for needed services and active case management.

☐

Category 3

An individual has displayed some Early Warning Signs and may be existing Risk Factors or recent Precipitating Events, but also may have some Stabilizing Factors. There may be evidence of internal emotional distress (depression, social withdrawal, etc.) or of intentional infliction of distress on others (bullying, intimidation, seeking to cause fear, etc.).

☐

Category 4

An individual has displayed minor Early Warning Signs, but assessment reveals little history of serious Risk Factors or dangerous behavior. Stabilizing Factors appear to be reasonably well-established. There may be evidence of the unintentional infliction of distress on others (insensitive remarks, "teasing" taken too far, etc.).

☐

Category 5

Upon assessment it appears there is insufficient evidence for any risk for harm. Situations under this category can include misunderstandings, poor decision-making, false accusations from peers (seeking to get other peers in trouble), etc.

--	--	--

Team Member

Team Member

Team Member

Page 7



Ventura County Sheriff's Office

School Safety Plan Considerations



VENTURA COUNTY SHERIFF'S OFFICE Emergency Preparedness Considerations

Emergency Preparedness Considerations

- This manual is designed to describe the recommended initial response(s) to an emergency such as a fire, earthquake, armed assailant, etc.
- All emergency actions will incorporate protection of life, protection of the environment, and protection of property.
- This manual is **only** a set of considerations and is not intended to bypass any policy and / or procedures already set forth by the school(s).
- The role of the Ventura County Sheriff's Office and this document is to provide guidance and recommendations for school district personnel in authoring their own independent safety policies and implementing procedures for the listed categories contained within this document. In no way is this document intended to replace or provide protocols for the school districts to which it is provided.
- All suggestions are for your consideration only. In no way does the Ventura County Sheriff's Office endorse any product(s) listed in this document. Any reference to products or services listed below is for the purpose of providing examples and options to all schools within the Sheriff's Office area of responsibility. The Ventura Sheriff's Office does not receive compensation of any kind for any of the recommendations or products listed in this document.



VENTURA COUNTY SHERIFF'S OFFICE Emergency Preparedness Considerations

PREFACE

Schools and their districts are charged with having and implementing a safety policy by which staff are directed in how to act during emergencies. The Ventura County Sheriff's Office has assembled this compliment guide with general considerations for schools to foster a safe learning environment and formulate conceivable plans for emergencies when they arise. The purpose of this resource is to provide general guidelines and factors that will assist schools in helping to assess, intervene and prevent threats whenever possible.

OBJECTIVE

To assess ALL current high school campuses under the jurisdiction of the Ventura County Sheriff's Office and provide school safety considerations that can be generally applied to all school campuses within the Sheriff's Office area of responsibility. To research past incidents and events and provide recommendations based on successful past practices, as well as foreseeable prevention tactics. Consult with multiple agencies to provide the most current and up-to-date procedures and implement the most effective techniques in general prevention, assessment, intervention and response. To provide guidelines, options and best practice recommendations for seamless communication between the schools, law enforcement, first responders, students and parents, and to ensure the most contemporaneous and effective response possible for all conceivable situations.



VENTURA COUNTY SHERIFF'S OFFICE
Emergency Preparedness Considerations

TABLE OF CONTENTS

Fire	4
Earthquake	6
Flooding	8
Utility Failure	9
Hazardous Materials/Toxic Spills	10
Medical Emergency	11
Aircraft Accident	12
Nuclear Attack	13
Bomb Threat	14
Riot / Disorder	15
Suspicious Individuals or Criminal Activity on Campus	16
Lockdowns / Active Shooters/Armed Assailant	17
Communication / Reporting Procedures	19
General Considerations (not already addressed).	27



VENTURA COUNTY SHERIFF'S OFFICE Emergency Preparedness Considerations

Fire

A fire can occur at a school due to the following:

- Sources of ignition near flammable and consumable materials.
- Overloaded electrical circuits.
- Wildfires spreading onto school sites from neighboring areas.
- Lightning.
- Arson.

Initial Response / Warning: **Fire alarm**

Actions/ Response(s) for fire at school:

- Call 9-1-1 (emergency personnel).
- Do not panic! Remain calm and listen to instructions.
- Alert the nearest staff member and verbally warn anyone nearby.
- If the fire is small (e.g., no bigger than a desk) use the nearest fire extinguisher to put it out. Do not risk personal safety to put out a fire.
- Do not open hot doors. Before opening any door, touch it near the top to see if it is hot.
- Do not break windows. Oxygen feeds fires.
- Evacuate to a safe area and close the doors to the fire's location after the last person exits.
- Supervise the evacuation of staff and students to a designated evacuation site.
- Ensure the disabled are assisted in the evacuation.
- Make sure that everyone is away from the fire's location.
- Take attendance and account for all students.
- Stay with students, keeping them together.
- Wait for an "ALL CLEAR" announcement and do not leave the evacuation area until instructed to do so.
- Establish a command post.

Actions/ Response(s) for a fire near the school:

- Determine the need to leave campus.
 - Evacuate area if directed.



VENTURA COUNTY SHERIFF'S OFFICE Emergency Preparedness Considerations

- Determine the need to transport students off campus.
- Maintain control of students at designated area(s).
- Maintain a safe distance from the fire and fire-fighting equipment.
- Take attendance and account for all students.
- Stay with students, keep them together.
- Wait for an "ALL CLEAR" announcement.
 - If evacuated, do not leave the evacuation area until instructed to do so.

Refer to your individual school policies and procedures for further directions/instruction.



VENTURA COUNTY SHERIFF'S OFFICE Emergency Preparedness Considerations

Earthquake

Earthquakes usually strike without warning (considerations):

Hazards of ground movement in an earthquake include: items falling from shelves, breaking glass, moving furniture, and building movement.

If student(s) are in the classroom:

- The teacher or staff member in authority will implement "Drop, Cover, Hold Procedure."
- Take cover under a desk or strong table, or sit / stand against an inside wall.
- Try to avoid glass and falling objects, and / or areas where there are large panels of glass and/or heavy suspended light fixtures.
- Do not use telephones.
- Maintain control of students.
- Avoid touching electrical wires and metal objects.
- Render first aid if necessary.
- Take attendance and account for students.

If student(s) are not in the classroom:

- Move away from the exterior walls of nearby buildings, as well as any utility wires and lamp posts.
- The teacher or staff member in authority will implement "Drop, Cover, Hold Procedure."
- Do not run!
- Do not return to any building for any reason until the building has been declared safe by authorized official(s).
- Wait for further instructions from appropriate personnel.

Post-Earthquake:

- Wait until the shaking has fully stopped, remaining aware of aftershocks.
- Look around and see if any buildings are damaged.
- If there is a clear path to a safe area, leave the building and go to a designated evacuation area.
- If you are trapped, do not move. Wait for emergency personnel.



VENTURA COUNTY SHERIFF'S OFFICE Emergency Preparedness Considerations

- Refer to your individual school policies and procedures for further directions/instructions.
- Do not return to the building for any reason until the building has been declared safe by authorized official(s).

Refer to your individual school policies and procedures for further directions/instruction.



VENTURA COUNTY SHERIFF'S OFFICE Emergency Preparedness Considerations

Flooding

- Determine from school officials, local Law Enforcement / Fire Department if the school should be evacuated.
- If evacuation is ordered, evacuate students to a pre-designated area.
- Take attendance and account for all students.
- Keep students indoors until it is determined to be safe.
- Wait for further instructions from school officials, and / or Law Enforcement/Fire Department for an "ALL CLEAR."

Refer to your individual school policies and procedures for further directions/instruction.



VENTURA COUNTY SHERIFF'S OFFICE Emergency Preparedness Considerations

Utility Failure

Assess if utility failure presents a threat to safety, if so contact 9-1-1 immediately.

- Direct the appropriate utility company to be notified.
- Southern California Edison: 1-800-611-1911
- Southern California Gas Company: 1-800-427-2200

Determine if any power lines, sewer lines, water lines, or gas lines are down or ruptured at the school and if an evacuation is necessary; if so:

- Open windows and use emergency flashlights as necessary.
- If you detect an odor stay upwind from it.
- Relocate students when safe to do so.
- Wait for further instructions from authorized personnel.
- No open flames or smoking.

Refer to your individual school policies and procedures for further directions/instruction.



VENTURA COUNTY SHERIFF'S OFFICE Emergency Preparedness Considerations

Hazardous Materials/ Toxic Spills

- Establish and maintain communication with Law Enforcement as well as the Fire Department.
- Establish a Safe Zone / Command Post.
- All students and staff shall remain indoors (unless the spill is in their classroom).
- Turn off all heating, ventilation and cooling units.
- Close classroom doors and windows.
- Secure campus and consider lockdown situation if spill is off campus.

Upon notification that a hazardous material incident has affected the school, keep calm while preparing for an immediate evacuation to another location:

- Keep students calm.
- Take attendance.
- Unless otherwise instructed, assume that a "shelter-in-place" strategy is being utilized.
- Keep all students indoors until it is determined to be safe.
- Wait for further Instructions from authorized personnel.

Refer to your individual school policies and procedures for further directions/instruction.



VENTURA COUNTY SHERIFF'S OFFICE Emergency Preparedness Considerations

Medical Emergency

- Dial 9-1-1 and also report medical emergency to appropriate personnel (Principal, school nurse, etc.).
- Remain with injured/ill person OR direct responding emergency personnel to the injured/ill person(s).

Refer to your individual school policies and procedures for further directions/instruction.



VENTURA COUNTY SHERIFF'S OFFICE Emergency Preparedness Considerations

Aircraft Accident

- Call 9-1-1 to report the crash.
- Perform a quick assessment of the situation and determine if immediate evacuation is necessary.
- Establish a Command Post.
- Upon arrival of emergency responders, form a unified command and direct resources accordingly.
- Determine if your class/students are in immediate danger.
- If the students/class is in danger, prepare to evacuate your class to a safe location.
- If you evacuate, take attendance and account for all students.
- Move your class to the designated safe area.
- Activate the buddy system and either remain in place or move to the safe area.
- Do not re-enter any damaged building, unless instructed to do so by authorized personnel.
- Wait for further instructions by authorized personnel.

Refer to your individual school policies and procedures for further directions/instruction.



VENTURA COUNTY SHERIFF'S OFFICE Emergency Preparedness Considerations

Nuclear Attack

This plan is designed to provide direction in the unlikely event a nuclear weapon detonates away from the city and the blast effect is assumed to not threaten the city. The hazard of such an incident is the associated radioactive fallout.

Establish and maintain communication with Law Enforcement and the District's Emergency Operations Center.

- Establish a Command Post.
- Direct resources to begin locating food and water.
- Direct resources to begin protecting each building containing people from nuclear fallout. Any object placed between the fallout and people can help to reduce exposure.
- Take attendance and account for all students.
- Direct that all heating, ventilation and cooling units be shut down.
- Close windows.
- Direct teachers to move students along the interior walls of the classroom or building.
- Keep all staff and students indoors until it is determined that it is safe.
- Maintain communication with Law Enforcement to receive updates.
- Wait for further information from authorized personnel.

Refer to your individual school policies and procedures for further directions/instruction.



VENTURA COUNTY SHERIFF'S OFFICE Emergency Preparedness Considerations

Bomb Threat

Bomb Threats may occur in a number of mediums; telephone, mail, email, social media, etc...

If your school receives a bomb threat over the phone, ask the following:

- When will it explode?
- Where is the bomb right now?
- What does it look like?
- What kind of bomb is it?
- What will cause it to explode?
- Why did you place the bomb?
- What is your address? (Where are you?)
- What is your name?
- Record all information if possible.

After receiving the bomb threat, immediately dial 9-1-1 **via land line** and inform them of the information you have received.

- Determine if you will evacuate the school before conducting a search.
- Move to a designated safe area.
- Take attendance and account for all students.
- Do not use handheld radios or cell phones.
- In conjunction with Law Enforcement, direct a search of the campus.
- Wait for an "ALL CLEAR."
- Wait for further instructions from authorized personnel.

Refer to your individual school policies and procedures for further directions/instruction.



VENTURA COUNTY SHERIFF'S OFFICE Emergency Preparedness Considerations

Riot/Disorder

If the disturbance is off campus, as much as possible, remain in your work area and maintain your normal work routine. Do not leave your area.

If the disturbance enters campus:

- Call 9-1-1 and initiate lockdown procedures.
- Remain calm and lock all doors and close window blinds.
- Avoid window areas if possible.
- Do not leave your building or work area unless you feel you are in imminent danger.
- If you do leave the building, avoid any interaction with rioters.
- Await further instructions from Campus Supervisors and/or Law Enforcement.
- Activate "Run, Hide, Fight", procedures if needed.

Refer to your individual school policies and procedures for further directions/instruction.



VENTURA COUNTY SHERIFF'S OFFICE Emergency Preparedness Considerations

Suspicious Individual or Criminal Activity on Campus

Notify Campus Supervision, the Front Office, SRO (if assigned) or any school official(s) of any unfamiliar individual(s) and report their location.

If the individual appears dangerous or is involved in criminal activity:

- Initiate lockdown procedures and await further instruction(s).
- Avoid contact and move to a safe location.
- Remain calm and lock all doors.
- If possible, close all window / window blinds.
- Avoid window areas if possible.
- Do not leave your building or work area unless you feel you are in imminent danger.
- Wait for further instruction from authorized personnel.

If the intruder enters your area:

- Do not provoke an incident.
- Remain calm.
- **Run, Hide, Fight** if necessary. (Refer to Active Shooter/ Assailant considerations portion for further details).
- Wait for further instructions by authorized personnel.

Refer to your individual school policies and procedures for further directions/instruction.



VENTURA COUNTY SHERIFF'S OFFICE Emergency Preparedness Considerations

Lockdowns

- **There are many schools within the Sheriff's Office jurisdiction and they may not have the same policies. Lockdown policies and emergency drills are the responsibility of each district to construct. Substitute teachers or temporary staff should be provided a current copy of the policy so that they may act in accordance to that school's policy.**

Active Shooter/Armed Assailant

These steps can be done in any order. It is not necessary to act in the given order. In some instances, you may have to fight right away and then run after. Every situation is different.

Run:

- Have an escape route and plan in mind for both students and staff.
- Evacuate regardless of whether others agree to follow.
- Leave your belongings behind.
- If possible, help others escape.
- Prevent individuals from entering an area where the assailant may be.
- Follow instructions from Law Enforcement.
- **Call 9-1-1 when you are safe and away from the threat and give updated information.**

Hide:

- Lock the door(s).
- Be out of the assailant's view.
- Silence cell phone(s) or any other electronic devices.
- Hide behind large items (e.g., cabinets, desk, etc.).
- Remain quiet and calm.
- If possible, cover windows/conceal windows.
- **Designate one person to call 9-1-1 and alert Law Enforcement of the assailant's location (Note: if you cannot speak, leave the line open so the dispatcher can listen).**

Fight:

- Act as aggressively as possible against the threat or the assailant(s).
- Throw items and use improvised weapons (fire extinguishers, chairs, scissors, etc.)



VENTURA COUNTY SHERIFF'S OFFICE Emergency Preparedness Considerations

- Yell and use noise to disorient assailant(s).
- Work together to overcome / overwhelm the assailant(s).
- Do not stop until the assailant is neutralized and/or flees the area.
- **Note: When law enforcement arrives, be quiet and compliant. Keep hands empty and hold them up when law enforcement approaches. If known, tell law enforcement where the assailant is located.**

Refer to your individual school policies and procedures for further directions/instruction.



VENTURA COUNTY SHERIFF'S OFFICE Emergency Preparedness Considerations

Communication/Reporting

The following is based on An Operational Guide for Preventing Targeted School Violence by the U.S. Secret Service:

- **In any situation where the question arises, “Should law enforcement be notified,” we recommend that the school call law enforcement.** It is better to err on the side of caution than to risk potential harm to the school community or any staff/attendees when an issue is not vetted or investigated.

The first step in developing a comprehensive targeted violence prevention plan is to establish a **threat assessment team**. The goals of a threat assessment team are to keep schools safe and to help potential offenders overcome the underlying sources of their anger, hopelessness, or despair. Effective threat assessments provide school professionals and law enforcement with useful information about a student's risks and personal resources.

Guidance on developing a threat assessment team can be found at:

<https://www2.ed.gov/admins/lead/safety/threatassessmentguide.pdf> , Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates, United States Secret Service and United States Department of Education.

The following steps should be considered in developing a threat assessment team:

Establish a Threat Assessment Team

- Comprised of personnel from a variety of disciplines; School Resource Officers (SRO's), counselors, teachers, mental health professionals and school officials. Team members can be added based on the student and who might have specific knowledge of the student and/or the incident.
- Designate a team leader.
- Establish protocols/procedures.
- Meet on a regular basis if possible.

Threat Assessment Team Objectives

- Conduct individual assessments on each threat and recommend interventions and case management strategies that connect students with needed resources and de-escalate any threat.
- The assessment process should incorporate referrals to appropriate mental health and social services, as well as a system for following up on the effectiveness of the intervention.
- Investigate or gather additional information about individual students of concern.
- Establish policies defining levels of threats and what threats warrant immediate intervention for safety.
- Develop protocols for dealing with different levels of threats.



VENTURA COUNTY SHERIFF'S OFFICE Emergency Preparedness Considerations

- Maintain documentation to keep track of information gathered. Develop standardized forms and templates - See attached form on following pages.
- Educate parents/students/community about threat assessment.
- Share information with other schools as student changes schools.
- Consider threat assessment plan for long term managing, monitoring, and support.
- Use a community systems approach, or identify the sources that may have information on the student's actions and circumstances (organizations or platforms with which the student has interaction).
- Examine social media pages, conduct interviews, review class assignments or other formal/informal records and consider searching a student's locker or desk.

Defining Types of Concerning Behaviors

- Identify what warrants immediate intervention; threatening, violence, weapons on campus, suicide, etc.
- Identify behavior/indicators that may require lesser intervention; decline in performance, increased absenteeism, isolation, sudden/dramatic changes, etc.*
- Establish a low threshold for intervention to identify potential problems early.
- Realize that threats can be spoken, written, or symbolic.
- The assessment of suicide risk should be included in ALL threat assessments.
- The threshold for intervention should be relatively low so that assessment/intervention teams can identify students in distress before behavior escalates to the point that classmates, teachers or parents are concerned for their safety or the safety of others.

Key Themes to Guide Threat Assessment Investigations

- The student's motives and goals.
- Concerning, unusual or threatening communication.
- Inappropriate interest in weapons, school shooters, mass attacks or other types of violence.
- Access to weapons.
- Stressful events, such as setbacks, challenges or losses.
- Impact of emotional and developmental issues.
- Evidence of desperation, hopelessness or suicidal thoughts and gestures.
- Whether the student views violence as an option to solve problems.
- Whether others are concerned about the student's statement or behaviors.
- Capacity to carry out an attack.
- Evidence of planning for an attack.
- Consistency between the student's statements and actions.
- Protective factors such as positive or prosocial influences and events.

Reporting and Education

- Provide training and guidance on recognizing concerning behaviors to all school staff, student body and parents and how to report them.



VENTURA COUNTY SHERIFF'S OFFICE Emergency Preparedness Considerations

- In ALL cases, reports must be dealt with immediately and assessed for safety concerns.
- Not all cases will warrant law enforcement intervention.
- Schools need to establish one or more reporting mechanisms for in-house reporting, as well as to law enforcement (e.g., Safe2Tell.org, Sprigeo).

Reports regarding student behaviors **involving weapons, threats of violence, physical violence or concerns about an individual's safety** should be **immediately reported to law enforcement.**



VENTURA COUNTY SHERIFF'S OFFICE Emergency Preparedness Considerations

School to Law Enforcement Reporting Procedure

- Normal School Hours – Notify the on campus SRO if assigned.
- **If no SRO is assigned or the SRO is unavailable**, call 9-1-1 or the non-emergency line 805-654-9511.
- After hours – Call 9-1-1 or the non-emergency line 805-654-9511.

In order to achieve the most appropriate and immediate response after hours, it is strongly recommended that schools rely on the Sheriff's Office patrol deputies for assistance and not the SRO if so assigned because this causes a delay in response and potentially jeopardizes safety.

When in doubt, call law enforcement.

Law Enforcement to School Notification Procedure

- When law enforcement responds to a call for service off campus and/or after hours and school notification is needed.
- Establish a primary and secondary contact number for two responsible parties who can be reached 24/7.
- Register these numbers with Sheriff's Dispatch.

Remember, there are many avenues to gather information on a student for the purpose of assessing a threat. They include but are not limited to: Family, Social Media, Neighbors, Online, Hobbies, Law Enforcement, Judicial, Teachers, Classmates and Employment.

Student / Parent Reporting

Student Reporting – For an On Campus School Incident

- Anonymous or not?
- Assess/Categorize the threat.
 - If the threat is immediate and involves weapons, threats of violence, physical violence or concerns about an individual's safety, call 9-1-1 or notify the school



VENTURA COUNTY SHERIFF'S OFFICE Emergency Preparedness Considerations

resource officer immediately, and notify a school administrator or staff member in person if possible.

- Have as much information as possible to answer questions:
 - What is the source of the threat?
 - Who made it?
 - How was it made?
 - When was it made?
 - Any witnesses?
- For example: was the threat made in person, by text message, or through social media.
 - If the threat(s) are made through a text message or social media, take a “screen shot” in order to preserve the information before the threat(s) are removed by the perpetrator(s).
- If the threat is not immediate and **DOES NOT** involve weapons, threats of violence, physical violence or concerns about an individual's safety, notify a school administrator, teacher, staff member, counselor, or the school resource officer as soon as possible.
- Utilize a school email system or a school sponsored reporting application such as “Sprigeo” which is a web based application that is self-initiated by the student to report school related safety concerns. Sprigeo sends an email to school administrators and the school resource officer with details from the student's report.

Student Reporting – While Off Campus For a School Related Incident

- Anonymous or not?
- Assess/Categorize the threat.
- If the threat is immediate and involves weapons, threats of violence, physical violence or concerns about an individual's safety, call 9-1-1 and advise law enforcement of the nature of the incident and location.
- Have as much information as possible to answer questions:
 - What is the source of the threat?
 - Who made it?
 - How was it made?
 - When was it made?



VENTURA COUNTY SHERIFF'S OFFICE Emergency Preparedness Considerations

- Any witnesses?
- For example: was the threat made in person, by text message, or through social media.
 - If the threat(s) are made through a text message or social media, take a "screen shot" in order to preserve the information before the threat(s) are removed by the perpetrator(s).
- The student should then notify their parent or guardian of the immediate threat. The student's parent or guardian should contact school officials. There should be a dedicated business hours and after hours phone line that is answered by someone ALL the time. Refer to the recommendations under "Law Enforcement to School" notification guidelines for further information.
- If the threat is not immediate and **DOES NOT** involve weapons, threats of violence, physical violence or concerns about an individual's safety, notify a school official or the school resource officer as soon as possible upon returning to school. If this is not possible, call the non-emergency Sheriff's dispatch line at 805-654-9511.
- Utilize a school email system or a school sponsored reporting application such as "Sprigeo." This is a web based application which is self-initiated by the student to report school related safety concerns. Sprigeo sends an email to school administrators and the school resource officer with details from the student report.

Parent Reporting – When Student is On-Campus Concerning a School Incident

- Anonymous or not?
- How did the parent learn of the threat?
 - For example: a phone call, text message, email, social media or other source of communication from your student, other parent, friend, etc. If possible, have the person send you any information and/or information of the threat(s) via text message, email or any other source of communication you have available to you.
- Determine the type of threat involved.
- If the threat is immediate and involves weapons, threats of violence, physical violence or concerns about an individual's safety, call 9-1-1 and advise law enforcement of the nature of the incident and location.
- Have as much information as possible to answer questions:
 - What is the source of the threat?
 - Who made it?



VENTURA COUNTY SHERIFF'S OFFICE Emergency Preparedness Considerations

- How was it made?
 - When was it made?
 - Any witnesses?
- For example: was the threat made in person, by text message, or through social media.
 - If the threat(s) are made through a text message or social media, take a "screen shot" in order to preserve the information before the threat(s) are removed by the perpetrator(s).
- If possible, during an immediate threat, notify a school official or the school resource officer on campus. There should be a dedicated business hours and after hours phone line that is answered by someone **ALL** the time. Refer to the recommendations under "Law Enforcement to School" notification guidelines for further information.
- If the threat is not immediate and **DOES NOT** involve weapons, threats of violence, physical violence or concerns about an individual's safety, notify a school official or the school resource officer as soon as possible. If this is not possible, call the non-emergency Sheriff's dispatch line at 805-654-9511.

Parent Reporting – When Student is Off-Campus During a School Related Incident

- Anonymous or not?
- How did the parent learn of the threat? For example: in person, a phone call, text message, email, social media or other source of communication from your student, other parent, friend, etc. If possible, have the person send you any information and/or information of the threat(s) via text message, email or any other source of communication you have available to you.
- Determine the type of threat involved.
- If the threat is immediate and involves weapons, threats of violence, physical violence or concerns about an individual's safety, call 911 and advise law enforcement of the nature of the incident and location.
- Have as much information as possible to answer questions:
 - What is the source of the threat?
 - Who made it?
 - How was it made?
 - When was it made?



VENTURA COUNTY SHERIFF'S OFFICE

Emergency Preparedness Considerations

- Any witnesses?
- For example: was the threat made in person, by text message, or through social media.
 - If the threat(s) are made through a text message or social media, take a "screen shot" in order to preserve the information before the threat(s) are removed by the perpetrator(s).
- If possible, during an immediate threat, notify a school official. There should be a dedicated business hours and after hours phone line that is answered by someone ALL the time. Refer to the recommendations under "Law Enforcement to School" notification guidelines for further information.
- If the threat is not immediate and **DOES NOT** involve weapons, threats of violence, physical violence or concerns about an individual's safety, notify a school official or the school resource officer as soon as possible. If this is not possible, call the non-emergency Sheriff's dispatch line at 805-654-9511.



VENTURA COUNTY SHERIFF'S OFFICE Emergency Preparedness Considerations

General Considerations

All suggestions are for your consideration only. In no way does the Ventura County Sheriff's Office endorse any product(s) listed in this document. Any reference to products or services listed below is for the purpose of providing examples and options to all schools within the Sheriff's Office area of responsibility. The Ventura Sheriff's Office does not receive compensation of any kind for any of the recommendations or products listed in this document.

Threat Prevention Assessment

- Take all threats or reports seriously and investigate fully.
- Consider creating a Peer Support/Student Care Team.
 - Students that are trained to observe and report behavior that are perceived to be threatening, harming or disruptive to the student, to others or to both and then report to staff or threat assessment team.
 - Students that can provide peer support in a confidential manner.
- Take note of the investigation and look at ALL social media aspects.
- Treat each incident on a case by case basis.
- Think of using a specific reporting application (<https://www.psstworld.com/report-it>), Ventura County Crime Stoppers We-Tip number, (<http://www.venturacountycrimestoppers.org/sitemenu.aspx?ID=375&>), or a dedicated phone number that can be monitored.
- Establish a Threat Assessment/Prevention Team.
 - Incorporate information on "See Something, Say Something" into the student handbook.
 - Instruct students in the handbook on how to report.
- Provide a reporting system for students and parents to the school for concerns or threats.
 - Establish a criteria for what is needed for this reporting system (refer to the Communications portion of this document).
 - Sprigeo (sprigeo.com).
 - School maintained email system or similar (must be monitored or enabled to have alerts sent to responsible staff).
 - Establish a dedicated link on the school website for this purpose.
- Think of the "PLUS ONE" rule.
 - Are there undiscovered explosives, more guns or other types of devices to be mindful of?
 - If ONE is found, then continue searching. Don't assume that there is only one.



VENTURA COUNTY SHERIFF'S OFFICE Emergency Preparedness Considerations

- Have campus supervisors walk the campus prior to students arriving to check common areas or evacuation sites for suspicious items or anything out of place.
 - Train staff on what to look for while searching.
- Know your facility and make sure students and staff know procedures and good hiding spots.
 - This is a double edged sword in that typically, active shooter threats are also students or former students and may be aware of these procedures and hiding spots.
 - Be familiar with the area surrounding the school as well.
- Track all law enforcement report numbers in the student's file for later reference.
- Consider threats to both staff and students can come from domestic issues (i.e., domestic violence and child custody orders). Establish a means for people to report or talk about these issues.
 - If a restraining order exists that pertains to a staff member or a student, create a policy on reporting that information to the school in order to prevent the restrained party from entering school grounds.

Crime Prevention Through Environmental Design (CPTED)

- Establish standard evacuation routes and locations/rally points and secondary off-site locations.
- Use "Plain English" for emergency radio traffic.
 - Do not use codes (recommended by the 9/11 Commission).
- Perform an annual site assessment with the SRO (if assigned) or local Sheriff's personnel.
 - Create, maintain and supply law enforcement with a file or book containing school official contact information, site map, bell / drill schedules and any other information that may assist law enforcement.
- Designate and manage a single point of entry onto the campus grounds.
 - Vehicular / Pedestrian entry.
 - Campus supervisor assigned during morning drop off and dismissal.
- Designate a single point of entry into the interior of the campus.
 - Pedestrian only for visitors, usually through the main office.
 - Require all service providers (i.e., repair, food delivery/vendors, etc.) to check in prior to working on school grounds.
- Provide an identification system to log and track visitors.
 - Manually enter identification information.
 - Verify ID with the person requesting entry.
 - Consider installation of a tracking system - Raptor system (raptortech.com).
 - Issue prominent visitor badges for visitors.



VENTURA COUNTY SHERIFF'S OFFICE Emergency Preparedness Considerations

- Ensure the campus public address system is operating and in good condition.
 - Include periodic checks as part of fire drill schedules.
 - Develop simple, predetermined verbiage to differentiate between a drill and an actual emergency. (e.g., "This is NOT a drill. This is an ACTUAL [type] emergency! ")
- Install Lock-Blok or similar device on all doors (Refer to local fire safety requirements). This is a device that enables doors to remain locked, but open and can be quickly closed and secured with this device.
 - Lock-Blok or Swift Shield for turn handle doors (DoorBlok.com, SwiftShield.com).
 - Velcro strap for breaker bar doors.
 - "Bearacade" door wedge for doors that open to the interior.
 - Consider district wide / city wide ordering to reduce cost and maintain consistency.
- Produce an emergency procedure quick reference "flip guide".
 - Refer to Moorpark High School or Rio Mesa High School flip guides.
- Install Knox Boxes with response kits for law enforcement (knoxbox.com).
 - Response kits to be simple; master keys and maps and location of GO-BAGS (see below).
 - Maps large enough to be easily read by first responders.
 - Install in at least **two** locations on campus or perimeter.
 - Have that information supplied to your SRO if assigned and individual Sheriff's stations responsible for responding to your campus.
- Supply a GO-BAG for first responders.
 - GO-BAG to contain at least 10 sets of master keys and maps.
 - Maintain in a location that is easily accessible in any emergency.
 - Consider a nearby off-site location for a back-up GO-BAG.
 - Nearby school campuses (high school or otherwise).
 - Mutually advantageous to all campuses.
- Install easily deployed window coverings.
 - Shutters, blinds, retractable screens, etc.
 - Consider options for small windows in doors (i.e., cloth/Velcro or paper/tape).
- Roof-top labeling with building numbers to assist with aerial response.
- Prominent and visible building numbers on the sides of buildings for ground personnel.
- Install web-based or remote accessible video surveillance systems.
 - Register video surveillance systems with Sheriff's dispatch.
- Emergency Phone system installation.
 - Call box or self-contained stationary tower unit (e.g., Case Systems, Aiphone)
- Increase campus supervisor personnel.
 - Assign more staff to these responsibilities.
 - Hire additional personnel.



VENTURA COUNTY SHERIFF'S OFFICE Emergency Preparedness Considerations

- Request parent volunteers (and provide training).
- Environmental Control Options. (Depending on school design, layout, and other considerations)
 - Plastic slats into chain link for concealment.
 - Extend existing fencing / gates to higher than the 6' standard.
 - Complete fencing around the site perimeter.
- Install ballistic glass in front office to protect immediate staff.
 - Consider lower cost alternatives such as shatterproof film installation on existing windows (This is NOT a ballistic alternative) (e.g., LLumar or Solar Art).
- Install safe-rooms in classrooms.
 - Fortify internal rooms to offer cover as well as concealment.
- Provide an SRO for your campus. If this is not feasible:
 - Establish and maintain a good means of communication with your local Ventura Sheriff's Office representative to share campus information and concerns on a regular basis.
 - Work cooperatively with your district and/or other campuses to establish funding or means to provide and share services.

Ongoing Training / Services

- Conduct regular drills for emergency situations (e.g., Fire, lockdowns, active shooter, etc.).
 - Plan different drills on different days to prevent forming routines and telegraphing known paths of evacuations. (i.e., Avoid doing a fire drill immediately after a lockdown/armed assailant drill.)
 - Inform staff ahead of time that the drills will be conducted and what type of drill.
 - Update if there are any variations to the drills (i.e., alternative evac routes, locations, etc.).
 - Have different levels of management run the drills.
 - Give consideration to the fact that fire alarms may be activated for the purpose of evacuating students / staff into a target zone.
- Annually teach "Run, Hide, Fight" to staff prior to school starting.
 - Hold a school assembly and show the student body the "Run, Hide, Fight" video. (Provide a student/parent waiver form due to the graphic nature of the training.)
 - Instruct and periodically remind student body on "See Something, Say Something" reporting.
 - Instruct and periodically remind student body on how to report concerns / threats.
 - Define and remind **what** should be reported and **how** it should be reported (refer to CPTED section for reporting systems).
- Consult with the County of Ventura for available / ongoing programs and training available to staff, parents and students.
 - 211



VENTURA COUNTY SHERIFF'S OFFICE Emergency Preparedness Considerations

- VCOE.org
- Consult with your local Ventura County Sheriff's Office division for resources available to your campus.
 - Run, Hide, Fight training.
 - Threat Assessment training and Team assistance/consultation.
 - Updates on new technology, best practices and new procedures.

Miscellaneous / General Considerations

- Provide substitute / temporary staff with a copy of the school policy and protocols/procedures in case of an emergency.
 - Refer to the flip chart quick reference guide recommendation.
 - Consider doing this prior to their first day.
 - Acknowledgement form.
- Designate a representative from the district to be a liaison for law enforcement to account for personnel on site.
- **POST CRITICAL INCIDENT:** Have an after action plan for critical incidents to include:
 - Victim Services.
 - Counseling.
 - Social Media Monitoring.
- Reunification Plan
 - Know bus services capacity.
 - Have parents meet at a separate reunification site and stand by.
 - Consider assigning someone to the task of being a liaison for responding parents to answer their questions or provide information.
 - Reunification to begin after all students are accounted for and notifications / interviews have been completed.
 - Water and food for students staging for reunification.
 - Consider using this free website for further information on how to develop this plan. <http://iloveguys.org/index.html#programs>
- Reserve the use of codes / colors for policy manual organization ONLY. In case of emergency, ONLY use plain English.
- Install first aid kits in every classroom.
- Include local law enforcement in planning stages of any new schools to assist with design.
- Have an orientation class for international students (if included in the student body) to meet local law enforcement.



VENTURA COUNTY SHERIFF'S OFFICE Emergency Preparedness Considerations

- Create a common alert system to send information to all schools in a particular area to increase information flow and reduce the time it takes to report to each school or district individually (e.g., Titan HST).

Online Resource Suggestions

- Assa Abloy security door - <https://www.assaabloy.com/en/com/about-us/>
(YouTube demonstration video - <https://www.youtube.com/watch?v=huGnpgacCXY>)
- Catapult - Catapultemergencymanagement.com
- Guide for Preventing and Responding to School Violence - <http://www.theiacp.org/portals/0/pdfs/schoolviolence2.pdf>
- International Association of Chiefs of Police, Youth Focused Policing – iacpyouth.org
- National Alliance on Mental Illness (NAMI) – nami.org
- National Association of School Psychologists (NASP) - nasponline.org
- National Association of School Resource Officers (NASRO) – nasro.org
- National Behavioral Intervention Team Association – nabita.org
- National Education Association (NEA) – nea.org/home/16364.html
- National PTA - <https://www.pta.org/home/programs/Connect-for-RespectBullying>
- National Threat Assessment Center (NTAC) - secretsservice.gov/protection/ntac/
- Resource Guide for Improving School Climate and Discipline - <https://www2.ed.gov/policy/gen/guid/school-discipline/guiding-principles.pdf>
- School Safety Advocacy Council (SSAC) – schoolsafety911.org/index.html
- Sprigeo.com
- Stopbullying.gov
- Threat Assessment in Schools - <https://www2.ed.gov/admins/lead/safety/threatassessmentguide.pdf>
- Virginia Student Threat Assessment Model - <https://curry.virginia.edu/virginia-model-student-threat-assessment>
- The "I Love U Guys" Foundations has offered programs, at no cost, to schools, districts, departments, agencies and organizations. School reunification and critical incident protocols. <http://iloveuguy.org/index.html#programs>