

# Comprehensive School Safety Plan

## 2024-2025 School Year

**School:** University Preparatory Academy Charter  
**CDS Code:** 43 10439 0113431  
**District:** University Preparatory Academy Charter  
**Address:** 2315 Canoas Garden Ave.  
San Jose, CA 95125-2005  
**Date of Adoption:** 2/27/25  
**Date of Update:** 2/27/25  
**Date of Review:**  
- with Staff 2/25/25  
- with Law Enforcement TBD  
- with Fire Authority TBD

**Approved by:**

Name	Title	Signature	Date
David Porter	Executive Director		
Andrew Yau	Director of Student Support and Alumni Outreach		
Jean Mastrogiacomo	Director of Curriculum and Instruction		
Elliott Boesch	Lead Campus Supervisor		
Samantha Hu	Chairperson of Student Support		

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## **Comprehensive School Safety Plan Purpose**

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

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

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

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 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 [www.upasv.org](http://www.upasv.org).

## **Safety Plan Vision**

The University Preparatory Academy (“UPA” or “the School”) is committed to providing and maintaining a healthy and safe environment for all students, employees, visitors, and guests. Accordingly, UPA has instituted a Comprehensive School Safety Plan designed to protect the health and safety of all students and personnel. Employees are required to know and comply with the School’s general safety rules and to follow safe and healthy work practices at all times. Employees are required to immediately report to the UPA Executive Director or designee any potential health or safety hazards and all injuries or accidents.

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

### University Preparatory Academy Charter Safety Committee

David Porter, Executive Director

Andrew Yau, Director of Student Support and Alumni Outreach

Sam Hu, Chairperson of Student Support

Elliott Boesch, Lead Campus Supervisor

### Assessment of School Safety

University Preparatory Academy is a safe campus in which students can flourish academically and socially. Likewise, staff have also reported that the campus is safe and they like the school will respond to small or large, internal or external emergencies or concerns rapidly. UPA is dedicated to continually improving the safety of the campus, such as:

#### Passive Resistance

- An 8 foot fence was installed around the campus and restricts access to the campus to 2 points of entry
- UPA shares an expansive array of security cameras for common areas (inside and out) with our lease holder
- Each entry door to the campus is locked every day. The only way to enter the building without a key is to ring to doorbell - which sends a live image to the front desk for approval or denial
- All classrooms and offices have been given a door jam that can be installed in under 5 seconds and acts as the primary barrier for any threats to the classroom
- Every classroom and hallway has a PA system that is accessible by the leadership, via their phones or through the front desk. They are also programmable for emergency notices

#### Active Resistance

- The student body of UPA have an approved common dress policy which allows staff to immediately pick out a stranger on campus
- UPA has hired Coleman Security to provide morning drop off assistance and they are on campus providing active security until 12 PM
- UPA has two dedicated campus supervisors that are also ensuring students are safe, doors are all locked, and being a first responder if there is a need
- All administrators participate and provide supervision throughout the day
- UPA has a peer tutoring program that provides students something to do after school, we will be expanding that in the 2025-2026 school year

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

#### A. Assessing School Safety

- UPA conducts School Climate Surveys: Gathers feedback from students, staff, and parents to evaluate feelings of safety and identify areas for improvement.
- UPA performs Campus Safety Audits: Inspects school grounds to identify hazards, vulnerabilities, and areas needing improvement.

#### B. Reporting School Crime

- UPA operates Anonymous Reporting Systems: Provides tools like tip lines or apps (e.g., "See Something, Say Something") for students and staff to report safety concerns.
- UPA collaborates with Local Law Enforcement: Maintains communication and reporting protocols with police and school resource officers.

#### C. Preparing and Responding to Emergencies

- UPA conducts Emergency Drills and Training: Holds fire, earthquake, lockdown, and active shooter drills to prepare students and staff.
- UPA implements Comprehensive Crisis Response Plans: Distributes crisis response guides with clear procedures for various emergencies.

#### D. Reporting Child Abuse

- UPA provides Mandated Reporter Training: Makes sure all school staff receive training on identifying and reporting child abuse and neglect.
- UPA establishes Clear Reporting Channels: Maintains a streamlined system for reporting abuse cases to authorities while ensuring confidentiality.

#### E. Responding to Disasters

- UPA maintains Emergency Supply Kits: Keeps stocked emergency kits with medical supplies, food, water, and communication tools.
- UPA trains Staff in the Incident Command System (ICS): Makes sure staff members understand ICS protocols to coordinate emergency responses effectively.

#### F. Enforcing Suspension and Expulsion Policies

- UPA implements Restorative Justice Programs: Uses restorative practices as an alternative to suspension and expulsion to address student behavior constructively.
- UPA creates Behavior Intervention Plans (BIP): Designs individualized strategies for students with behavioral challenges to prevent disciplinary escalation.

#### G. Notifying Teachers About Dangerous Students

- UPA maintains Threat Assessment Teams: Evaluates and addresses potential student threats while respecting privacy laws.
- UPA uses Confidential Teacher Notifications: Puts in place a secure system for informing staff about students with a history of violence or threats.

#### H. Preventing Bullying and Harassment

- UPA runs Anti-Bullying Campaigns: Implements programs like PBIS (Positive Behavioral Interventions and Supports) and SEL (Social-Emotional Learning) initiatives.
- UPA facilitates Peer Mediation Programs: Trains students to help resolve conflicts and prevent bullying through structured mediation.

#### I. Enforcing School Discipline Policies

- UPA maintains a Consistent Code of Conduct: Enforces clear, fair, and consistent discipline policies across the school.
- UPA implements Positive Behavior Support Plans: Encourages proactive strategies to reinforce good behavior rather than relying solely on punitive measures.

#### J. Managing Safe Ingress and Egress

- UPA operates Traffic Safety Plans: Designates drop-off and pick-up zones with supervision to ensure student safety.
- UPA uses Visitor Management Systems: Requires sign-in protocols and ID badge requirements for all campus visitors.

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

Reporting child abuse is mandated by the California Penal Code (The Child Neglect and Abuse Reporting Act, pursuant to penal codes 11164 – 11174.33). This law requires school employees to report any reasonable suspicion of child abuse or neglect to the local police department, sheriff's department, or county welfare office.

All University Preparatory Academy staff must report any suspected case of child abuse or child neglect.

Teachers and classified employees are asked to make the report and notify an administrator or ask an administrator to assist in making a report. University Preparatory Academy administration will review the reporting procedures at the beginning of the year. All school employees will receive annual training on the mandated reporting requirements within eight weeks of the first day of each school year or their first day of employment. Employee who knows or reasonably suspects a child has been the victim of child abuse shall report the instance to the police or sheriff's department, or to the Santa Clara County Probation Department. Child abuse is broadly defined as "a physical injury that is inflicted by other than accidental means on a child by another person." School employees are required to report instances of child abuse when the employee has a "reasonable suspicion" that child abuse or neglect has occurred. Reasonable suspicion arises when the facts surrounding the incident or suspicion could cause a reasonable person in a like position to suspect child abuse or neglect. Child abuse should be reported immediately by phone to the police or sheriff's department, or to the Santa Clara County Department of Family and Children's Services (DFCS). The phone call is to be followed by a written report prepared by the employee within thirty-six (36) hours. There is no duty nor is it advisable for the reporter to contact the child's parent or legal guardians.

Reporting the information regarding a case of possible child abuse or neglect to your supervisor, the School principal, a School counselor, coworker, or other person shall not be a substitute for making a mandated report to the police or sheriff's department, or

to DFCS

### Mandated Reporting Protocol

Teachers are the front lines of advising students who come to them with problems, issues, and trauma in their personal and school lives. We need to allow that community of support to thrive at UPA, though we also need to understand and adopt a protocol for these encounters that keeps students safe and respects liability issues.

### Mandated Reporting

UPA teachers have encountered the following examples of where students have decided on their own, or with the help of their friends, to seek help from teachers. In these cases, our responsibilities as mandated reporters<sup>4</sup> apply to:

- Domestic child abuse, neglect, or abandonment
- Alcohol and drug abuse affecting home environment
- Domestic violence
- Sexual assault

The definition of Mandated Reporter is spelled out to include a teacher, instructional aide, teacher's aide, school employee in addition to many persons not connected with schools. All UPA teachers will engage in a safety training through Vector on Mandated Reporting, but also receive another training on Mandated Reporting with the relevant County and CDE resources regarding this.

### Confidentiality

Information given to teachers by students may remain confidential and does not need to be reported to the county child welfare department or to a local law enforcement agency unless the teacher suspects the following:

- Domestic child abuse, neglect, or abandonment
- Alcohol and drug abuse affecting home environment
- Domestic violence
- Sexual assault

### Mandated Reporting Protocol

1. When you sit with a student and it looks like you might be called on as a mandated reporter given what the student has reported to you, allow the student to speak openly, using clarifying (not investigatory or biased) questions that will help the student tell the whole story and refrain from offering advice - just be a great listener
2. Take notes or, after the discussion, write down as much of the detail of the story you can remember, as these details will be important when speaking with law enforcement or DFCS.
3. Be prepared to answer the potential request of the student to keep what they are telling you confidential. If asked, teachers should let the students know that certain things must be reported to someone who can help. In other cases where mandated reporting might not be required, a student should be encouraged to and told that it will be necessary to contact a parent or legal guardian with what is troubling them (except in the case where the parent or legal guardian is implicated).
4. When the student has finished telling his/her/their story, you may want to secure the student in a safe place as necessary. You should notify the appropriate grade level counselor and the Executive Director, or his designee of the situation and you will need to call law enforcement and DFCS. The Executive Director or designee, or the appropriate counselor, will help you make that phone call and will need to provide demographic data if you do not have access to that data that law enforcement and DFCS requires.
5. Following the phone call to law enforcement/DFCS, you will need to fill out and mail an incident report, as well as provide a copy of that report to the Director of Student Services. Retain a copy for yourself.
6. Depending on the situation, the Director of Student Services will assist in deciding whether a parent or legal guardian will need to be contacted, and what next steps are necessary for the student.
7. When checking back with the student after making a DFCS call, the student should not be asked how the DFCS proceedings went and please refrain from giving advice beyond comforting the student or offering to listen again if the issues persist. School administration or counselors will ensure that the student has the information that he/she/they needs from professional services around how to report additional instances of the abuse and how to seek continued support.
8. Please note that it is unlikely that DFCS will provide school officials or the mandated reporter any information related to the investigation.

### Advising Students

UPA students also report issues and problems that fall outside of mandated reporting guidelines. These include but are not limited to:

- Self-harm (such as cutting)
- Mental health related concerns (such as depression)
- Bullying
- Drug, alcohol, weapons, or other behavioral concerns involving other students' actions
- Social issues
- Academic issues

#### Advising Students Protocol

1. Listen to the student's concern and refrain from giving advice that would be more appropriately given by counselors, administrators, law enforcement, or a parent or legal guardian.
2. Again, manage the student's expectations around confidentiality. Please encourage the student to go to the appropriate counselor or administrator, to allow you to report the matter, or offer to bring the student to a counselor or administrator to report the matter with you. The counselor or administrator will ensure the student speaks with their parents or legal guardians as well, as appropriate.
3. Report in a timely manner, the concern to the appropriate counselor and to the Director of Student Services as quickly as possible. One of those individuals will provide feedback to you as to the progress of any investigation and follow-up with the student. Teachers should not contact parents or legal guardians with these issues before speaking with the counselor.

#### Counseling Department Guidelines

All students are given a lesson on resources for Suicide Prevention and who to reach out to if they are feeling they have suicidal thoughts. Resources will be provided in every classroom with a poster of resources of who to call, also these will be available on the UPA website.

1. When a student is referred to the counseling staff per the aforementioned protocol, counselors will interview the student in a timely manner and will utilize the Santa Clara County Mental Health TALK (tell, ask, listen, and keep safe) protocol for handling students who present with mental health issues.
2. Counselors will receive training and certification as a Suicide Alert Helper, provided by Santa Clara County Mental Health.
3. Following the interview, the counselor will contact the parent or legal guardian of the student and share the details of the interview and the initial report with the parent or legal guardian. The counselor shall document the meeting or phone call held with the parent or legal guardian.
4. Having notified the parent, the counselor will encourage the parent or legal guardian to utilize existing family health care resources to have the student meet with a primary care physician or specialist.
5. Where the parent or legal guardian is unable to access health care services, or if self-harm or mental health is a concern, the Santa Clara County Mental Health suicide and crisis hotline phone number (1855-278-4204) and resource pamphlet shall be provided to the parent or legal guardian and the recommendation to seek help given. Please note: the Santa Clara County (SCC) suicide and crisis hotline phone number and resources may not be provided to a student directly, rather, these resources should be provided to the parent or legal guardian of the affected student.
6. The counselor should confirm and document with the parent or legal guardian, that action (or the decision not to act) on the counselor's recommendation to seek help was taken.
7. The counselor shall follow-up with the parent or legal guardian, student, and appropriate staff on a regular basis in order to monitor academic progress.
8. The counselor shall report to the Director of Student Services each mental health referral made. Determination of need for a 504 Plan may be considered.

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

##### **Disaster Plan (See Appendix C-F)**

##### Disaster Response Procedures Overview

These disaster response procedures were created to assist UPA's administration and staff members when a disaster occurs. The first and foremost objective is safety of the site's students and personnel. Teachers are required to inform their students about the safety procedures and practice frequently.

The Standardized Emergency Management System (SEMS) provides a fully integrated and coordinated multiple level response to multi-agency, multi-jurisdictional emergencies. SEMS is based on the Incident Command System (ICS).

ICS has five primary functions:



1. command/management
2. operations
3. planning/intelligence
4. parent/Student Reunification
5. finance/administration

At the SEMS Field Level, the ICS organization develops around the five major functions that are required on any incident whether it is large or small. For some incidents and in some applications, only a few of the organization's functional elements may require the filling of a specific position. In these cases, where a specific position is not filled, duties remain the responsibility of the next higher position in the chain of command. However, if there is a need to expand the organization, additional positions exist within the standard ICS framework to meet virtually any need. Specific discipline applications may require specialized positions to meet functional needs.

The intent of this plan is to clarify school procedures in the case of an emergency. The objectives of our plan are the following:

1. To provide for action which will minimize injuries and loss of life of students and school and emergency personnel if an emergency occurs during school hours.
2. To provide for maximum use of school personnel and school facilities.
3. To ensure the safety and protection of our students and school personnel immediately after a disaster.
4. To arrange for a calm and efficient plan for parents or legal guardians to retrieve their children from school, should it be necessary, following a disaster.
5. To meet these objectives, in the event a disaster should occur when children are at school, the following action plan would be implemented.

#### **Adaptations for Students with Disabilities**

**\*\*SPECIAL PROVISIONS FOR STUDENTS WITH DISABILITIES\*\***

In accordance with SB 10 (2023), the University Preparatory Academy cites specific adaptations in the Comprehensive School Safety Plan, which is evaluated and updated annually. Upon the identification of a disaster or emergency, the University Preparatory Academy follows prescribed procedures as identified in the Comprehensive School Safety Plan. The academy recognizes the need for special accommodations for students with disabilities during emergency drills and actions. In such cases, the adult assigned to the student, paraeducator, teacher, and/or principal will ensure safe ingress and egress of students during drills and emergencies. These safety measures will align with the student's Individualized Education Plan (IEP) as agreed upon by the IEP team.

Source: [Scooe.gov/safetyplan](https://scooe.gov/safetyplan)

#### **Public Agency Use of School Buildings for Emergency Shelters**

University Preparatory Academy leases the education space and the leasee would need to pre-approve any use of the building for public service.

#### **(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines**

Pupil Suspension and Expulsion Policy

The following Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at UPA. When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as UPA'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 clearly describe discipline expectations, and it will be printed and distributed as part of the Student-Family Handbook that is sent to each student at the beginning of the school year. The school administration shall ensure that students and their parents or legal guardians are notified in writing upon enrollment of all discipline policies and procedures.

Discipline includes but is not limited to advising and counseling students, conferring with parents or legal guardians, detention during and after school hours, use of alternative educational environments, suspension, and expulsion.

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 school has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") 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 regular education students except when federal and state law mandates additional or different procedures. The school will follow all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the school has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according to due process to such students.

#### 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
- during school attendance occurring at UPA or at any other school, or
- at a UPA sponsored event.

A pupil may be suspended or expelled for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

- while on school grounds.
- while going to or coming from school.
- during the lunch period, whether on or off the school campus; or
- during, going to, or coming from a school-sponsored activity.

#### Suspension Offenses

##### Discretionary Suspension Offenses

Students may be suspended for any of the following acts when it is determined the pupil:

- Caused, attempted to cause, or threatened to cause physical injury to another person.
- Willfully used force of violence upon the person of another, except self-defense.
- Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058 alcoholic beverage, or intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-110587, 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.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- Possessed or used tobacco or tobacco products containing tobacco or nicotine products, including but not limited to cigars, e-cigarettes, vape devices, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
- Committed an obscene act or engaged in the use of habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.58.
- 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.

- Knowingly received stolen school property or private property.
- 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.
- Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 2899, or committed a sexual battery as defined in Penal Code 243.410.
- 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.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold a prescription drug.
- Engaged in or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution. Which are actions 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.
- Made terrorist threats against school officials and/or school property. 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, or the personal property of the person threatened or his or her immediate family.
- Committed sexual harassment, as defined in Education Code Section 212.511. 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.
- Caused, attempted to cause, threaten to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code<sup>12</sup>. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- Intentionally harassed, threatened, or intimidated 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 student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code<sup>13</sup>,
- directed specifically toward pupil or school personnel.
- A pupil who aids or abets, as defined in Section 31 of the Penal Code<sup>14</sup>, 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).

#### Non-Discretionary Suspension Offenses

Students shall be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

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

#### Suspension Procedure

Suspensions shall be initiated according to the following procedures:

##### 1. Conference

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

student to the Executive Director. 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 school personnel. If a student is suspended without this conference, both the parent or legal guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

b. 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.

c. This conference shall be held within two 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.

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

## 2. Notice to Parents/Legal Guardians:

a. At the time of suspension, the Executive Director or designee shall make a reasonable effort to contact the parent or legal guardian by telephone or in person.

b. Whenever a student is suspended, the parent or legal 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 school officials wish to ask the parent or legal guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent or legal guardian respond to such requests without delay.

## 3. Suspension Time Limits/Recommendation for Expulsion

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

b. Upon a recommendation of Expulsion by the Executive Director or designee, the pupil and the pupil’s guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Executive Director or designee upon either of the following determinations:

- i. The pupil’s presence will be disruptive to the education process
- ii. The pupil poses a threat or danger to others.

c. Upon either determination, the pupil’s suspension will be extended pending the results of an expulsion hearing.

## Expellable Offenses:

### Discretionary Expellable Offenses

Students may be expelled for any of the following acts when it is determined the pupil:

- Caused, attempted to cause, or threatened to cause physical injury to another person.
- Willfully used force of violence upon the person of another, except self- defense.
- Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 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.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- Possessed or used tobacco or tobacco products containing tobacco or nicotine products, including but not limited to cigars, e-cigarettes, vape devices, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
- Committed an obscene act or engaged in habitual use of profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.

- 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.
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm, i.e., a replica of a firearm that is as substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
- 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.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold a prescription drug.
- Engaged in or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which 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.
- Made terrorist threats against school officials and/or school property. 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, or the personal property of the person threatened or his or her immediate family.
- 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.
- Caused, attempted to cause, threaten 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.
- Intentionally harassed, threatened, or intimidated 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 student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward pupil or school personnel.
- 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).

#### Non-Discretionary Expellable Offenses

Students must be expelled for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students 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 Governing Board that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code<sup>15</sup>, onto 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<sup>16</sup>.
  - o 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.
  - o The term "destructive device" means any explosive, incendiary, or poison gas, including but not limited to: (1) bomb, (2)

grenade, (3) rocket having a propellant charge of more than four ounces, (4) missile having an explosive or incendiary charge of more than one-quarter ounce, (5) mine, or (6) device similar to any of the devices described in the preceding clauses.

#### Authority to Expel

- A student may be expelled either by the Board following a hearing before it or by the Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the UPA's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

#### Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. 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 unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent or legal 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:

- The date and place of the expulsion hearing.
- A statement of the specific facts, charges, and offenses upon which the proposed expulsion is based.
- A copy of the School's disciplinary rules which relate to the alleged violation.
- Notification of the student's or parent or legal guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment.
- The opportunity for the student or the student's parent or legal guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor.
- The right to inspect and obtain copies of all documents to be used at the hearing
- The opportunity to confront and question all witnesses who testify at the hearing.
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

#### Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

- The School 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 the School, Panel Chair, or the hearing officer in the expulsion. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.
- 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/their right to (a) receive five day notice of his/her/their scheduled testimony, (b) have up to two (2) adult support persons of his/her/their choosing present in the hearing at the time he/she/they testifies, which may include a parent, legal guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
- The School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
- At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he/she/they may leave the hearing room.
- The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
- The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she/they is normally in school, if there is no good cause to take the testimony during other hours.
- Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

- If one or both of the support persons is also a witness, the School must present evidence that the witness' presence is both desired by the witness and will be helpful to the School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the support person would influence the testimony of the complaining witness, 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/she/they believes is prompting, swaying, or influencing the witness.
- 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.
- Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her/their 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.
- Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances 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 or legal guardian, legal counsel, or other support person.
- Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

#### Students with Disabilities

A pupil identified as an individual with disabilities or for whom the school has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable to regular education pupils except when federal and state law mandates additional or different procedures. The School will follow the IDEIA, Section 504, and all applicable federal and state laws when imposing any form of discipline on a pupil identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in accordance to due process to such pupils. The following procedures shall be followed when a student with a disability is considered for suspension or expulsion.

These procedures will be updated if there is a change in the law.

#### Notification Of District

The school shall immediately notify the SCCOE and coordinate the procedures in this policy with the county office the discipline of any student with a disability or student who the School would be deemed to have knowledge that the student had a disability.

#### 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, and to progress toward meeting the goals set out in the child's IEP; and receive, as appropriate, a functional behavioral assessment or functional analysis, 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.

#### 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, the School, the parent or legal guardian, and relevant members of the IEP Team shall review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parent or legal guardian to determine:

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

- If the School, the parent or legal guardian, and relevant members of the IEP 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 the School, the parent or legal guardian, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team shall:
  - o Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement.
  - o 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 return the child to the placement from which the child was removed unless the parent or legal guardian and the School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the School, the parent or legal guardian, and relevant members of the IEP 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, then the School 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.

#### Due Process Appeals

If the parent/legal guardian of a child with a disability disagrees with any decision regarding placement, the manifestation determination process, or the belief that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/legal guardian may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings of the State of California.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/legal guardian or the school, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty- five (45) daytime period provided for in an interim alternative educational setting, whichever occurs first, unless the parent/legal guardian and the School agree otherwise.

#### Special Circumstances

School 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) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- Carries or possesses a weapon, as defined in 18 USC 93017, to or at school, on school premises, or to or at a school function.
- 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
- Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D) 18, upon a person while at school, on school premises, or at a school function.

#### Interim Alternative Educational Setting

The student's IEP team shall determine the student's interim alternative educational setting.

#### Procedures for Students Not Yet Eligible For Special Education Services

- A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the district's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the School had knowledge that the student was disabled before the behavior occurred.
- The School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:
  - o The parent or legal guardian has expressed concern in writing, or orally if the parent or legal guardian does not know how to write or has a disability that prevents a written statement, to School supervisory or administrative personnel, or to one of the child's teachers, that the student needs special education or related services.
  - o The parent or legal guardian has requested an evaluation of the child.



- o The child’s teacher, or other School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other School supervisory personnel.
  - If the School 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 IDEIA- eligible children with disabilities, including the right to stay
  - If the School had no basis for knowledge of the student’s disability, it shall proceed with the proposed discipline. The School shall conduct an expedited evaluation if requested by the parents or legal guardians; however, the student shall remain in the education placement determined by the School pending the results of the evaluation.
  - The School shall not be deemed to have knowledge that the student had a disability if the parent or legal guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined not eligible.

#### 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.

#### 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 Board, Panel or designee 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 4890019, 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 who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

If the expulsion-hearing panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her/their educational program.

#### Written Notice to Expel

The Executive Director or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent or legal guardian.

This notice shall also include the following:

- Notice of the specific offense committed by the student
- Notice of the student's or parent or legal guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the School.
- The Executive Director or designee shall send a copy of the written notice of the decision to expel to the SCCOE. This notice shall include the following:
  - o The student's name
  - o The specific expellable offense committed by the student
  - The Board’s decision to expel shall be final. The parent or legal guardian does have the right to appeal the Board’s decision to the Board of the Santa Clara County Office of Education. The County Office of Education Board may uphold the local Board’s decision to expel or may overturn the expulsion. In such a case, the County Board’s decision is final.

#### Disciplinary Records

The School shall maintain records of all student suspensions and expulsions at the School. Such records shall be made available to the SCCOE upon request.

#### Expelled Pupils/Alternative Education

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.

#### Rehabilitation Plans

Students who are expelled from the School shall be given a rehabilitation plan upon expulsion as developed by the Board 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 year from the date of expulsion when the pupil may reapply to the School for readmission.

#### Re-admission

The decision to re-admit 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 following a meeting with the Executive Director and the pupil and 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 shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's re-admission is also contingent upon the School's capacity at that time

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

UPA ensures teacher safety by complying with California Education Code 49079, which mandates notifying teachers if a student is identified as potentially dangerous. We provide this information on a need-to-know basis, protecting both safety and student privacy. Our documented procedures assess and designate such students, ensuring clear communication and appropriate precautions. Teachers follow established safety protocols to maintain a secure learning environment while upholding confidentiality and due process rights.

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

##### Sexual Harassment Policy

University Preparatory Academy is committed to a learning and working environment that is free of discriminatory intimidation. Therefore, the school adheres to a policy that prohibits sexual harassment at school and school-sponsored events, including off-campus events and field trips. Board Policies provide a comprehensive guide to sexual harassment, including purpose of the policies, definition of sexual harassment, and complaint, investigation, and resolution procedures. Staff members are also notified of their obligations and rights regarding sexual harassment on an annual basis.

Sexual harassment of or by any student or member of the UPA staff shall not be tolerated. The Governing Board considers sexual harassment to be a major offense, which may result in disciplinary action, including dismissal or expulsion of the offending student or staff member, or other appropriate sanction.

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when it interferes with an individual's performance at school and/or creates an intimidating, hostile or offensive educational environment. The conduct described above is also sexual harassment when submission to it is made either explicitly or implicitly a term or condition of an individual's access to education.

Sexual harassment regulated by this policy pertains to behavior of a sexual nature while students are under the jurisdiction of the School.

Students may receive age-appropriate training and/or instruction on the prohibition of sexual harassment at the School. Copies of this policy, implementing administrative regulations containing rules and procedures for reporting charges of sexual harassment and for pursuing available remedies shall be available upon request.

Any student who believes that he/she/they has been harassed or has witnessed sexual harassment is encouraged to immediately report such incident to his or her teacher or to the School's Executive Director or designee. The Investigator will promptly investigate all such incidents in a confidential manner.

## Statement Against Sexual Harassment

### No tolerance policy

Sexual harassment of or by any faculty, staff or student is illegal and will not be tolerated. The Governing Board prohibits sexual harassment, and harassment based on pregnancy, childbirth or related medical conditions, race, religious creed, color, national origin, or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, or local law or ordinance or regulation.

### To whom the policy applies

This policy applies to all faculty, staff, and students of the School and prohibits unlawful harassment by faculty, staff, and students.

### Discipline

The Governing Board considers sexual harassment to be a major offense and any individuals who violate this policy are subject to discipline up to and including dismissal, expulsion, or other appropriate sanction.

### Prompt and Thorough Investigation

All claims of harassment will be taken seriously and will be investigated promptly and thoroughly.

### Confidentiality

Human resources and school administrators responsible for implementing this policy will respect the confidentiality and privacy of individuals reporting or accused of sexual harassment to the extent appropriate.

### No Retaliation

Retaliation against any employee or student who in good faith reports or provides information related to harassment in violation of this policy is against the law and will not be tolerated. Intentionally providing false information, however, is grounds for discipline.

### Sexual Harassment Defined

Unwelcome sexual advances, requests for sexual favors, and other visual, verbal, or physical conduct of a sexual nature constitute sexual harassment when:

- Submission to such conduct is made implicitly or explicitly a term or condition of employment or educational development.
- Submission or rejection of such conduct is used as a basis for employment or education decisions affecting individuals; or
- Such conduct has a purpose or effect of unreasonably interfering in an individual's work or educational performance, or creating an intimidating, hostile or offensive working or educational environment.
- Sexual harassment in California also includes verbal harassment, such as epithets, derogatory comments, or slurs; physical harassment such as assault or physical interference with movement or work; visual harassment, such as derogatory cartoons, drawings or posters; unwelcome sexual advances of an employer towards an employee or student of the same sex; and harassment on the basis of pregnancy disability. Employees and students in California are protected from discrimination based on their actual or perceived sexual orientation.

Specifically, sexual harassment may occur as a pattern of degrading sexual speech or actions and may include, but is not limited to the following examples:

- Vulgar remarks
- Sexually derogatory comments regarding a person's appearance
- Physical touching, pinching, patting, or blocking free movement
- Sexual propositions or advances (with or without threats to a person's job or promotion if that person does not submit)
- Sexually suggestive or degrading posters, cartoons, pictures, or drawings; Offensive sexual jokes, slurs, insults, innuendos, or comments, or
- Physical assault.

A Sexual Harassment Policy Information Sheet as well as a copy of the Board Sexual Harassment Policy shall be provided to all School students and employees at the beginning of the first semester of each school year with the disbursement of the Student/Family Handbook, and Employee Handbook, noting whether any amendments have been made.

Employees or students who have questions concerning this Board Policy are encouraged to contact the Executive Director or designee. The Sexual Harassment Policy will be displayed in a prominent location at the School.

### Sex Equity in Education Act Statement

Students have all the rights set forth in Education Code § 221.8 (as applicable to UPA's programs). This includes the right to fair and equitable treatment, the right to a school environment without discrimination on the basis of sex, and right to be provided with an equitable opportunity to participate in all academic extracurricular activities.

The description of all rights set forth in Education Code § 221.8 can be found here:

[http://leginfo.legislature.ca.gov/faces/codes\\_displaySection.xhtml?lawCode=EDC&ionNum=221.8](http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&ionNum=221.8). For more information about Gender Equity/Title IX, please visit the following CDE website: <https://www.cde.ca.gov/re/di/eo/genequitytitleix.asp>.

#### Complaint Filing Procedure Informal Resolution

The Board encourages communication among its employees and students. If a student feels that he/she/they are being harassed by another student, if reasonably possible, we suggest informing the party directly that his or her conduct is unwelcome or offensive and it must stop. If this is not possible, or if the alleged harasser is an employee of the School, or if the behavior continues, follow the complaint filing procedure.

#### Written Complaint

Complaints should be submitted within six (6) months of the alleged incident to ensure a prompt, thorough investigation.

Any student who believes he/she/they has been harassed or believes he/she/they has witnessed harassment by a peer, or agent of the School should promptly report in writing the incident(s) to his or her supervisor and/or the Executive Director or designee. It is important to provide as much information as accurately as possible.

The Executive Director or designee will investigate all reported incidents within 10 days of receiving a written complaint, unless the Executive Director or designee is the subject of the investigation, in which case the Governing Board shall appoint an investigator. The individual responsible for the investigation will hereinafter be referred to as the "Investigator." If the Investigator deems it necessary, he/she/they will convene a team of trained investigators to proceed in the investigation.

Complaints will be treated seriously and investigated immediately.

Complaints will be handled confidentially. Complainants will be promptly and fully informed of their rights pursuant to this policy.

All witnesses and the accused will be properly and fully informed of their rights and remedies pursuant to this policy. All interviews of the accused, witnesses and the complainant shall be conducted in a private area.

The Investigator(s) will be properly trained to listen to the allegations, make complete notes, attempt to identify all persons involved, as well as all possible witnesses, and interview the accused.

No complainant, witness, or party who assists in the investigation will be retaliated against.

The School will take steps to prevent the recurrence of any harassment and will correct any discriminatory effects on the complainant and others.

The Investigator(s) will initiate an investigation to determine whether there is reasonable cause to believe that a violation of the School's sexual harassment policy has occurred. "Reasonable cause" is shown if a person of ordinary caution or prudence would be led to believe and conscientiously entertain a strong suspicion of a violation of the sexual harassment policy.

All individuals involved in the investigation including the complainant, witnesses and the accused shall be fully informed of their rights under this policy.

The accused shall be provided with a copy of the complaint and an opportunity to respond to the allegations within seven (7) days of receipt of the request for a formal inquiry. The investigation will include interviews with the complainant and other witnesses as determined by the circumstances.

The Investigator shall fully and effectively conduct an investigation that includes interviewing:

1. The complainant
2. The accused
3. Any witnesses to the conduct, and
4. Any other person who may be mentioned during the course of the investigation as possibly having relevant information.

When appropriate, interim protections or remedies for the complainant, such as limitations on contact, alternative course schedules, and the like, may be recommended at any time during the process. The complainant will be kept informed of the status of the complaint, consistent with the Board's policy and regulation and applicable law.

The formal investigation shall typically be completed within sixty (60) days of the date of the filing of the request. The final determination of the Investigator's investigation shall result in a report which shall contain, at the minimum:

1. A statement of the allegations and issues.
2. The positions of the parties.
3. A summary of the evidence received from the parties and the witnesses.
4. Any response the accused wishes to add to the report; and
5. All findings of fact.

The final determination report shall state a conclusion that the Investigator(s):

1. Found reasonable cause that the accused violated the sexual harassment policy; or
2. Did not find sufficient evidence to find reasonable cause that the accused violated the sexual harassment policy. Where the Investigator did not find reasonable cause but believes the behavior complained of may constitute misconduct, the Investigator may state such a conclusion and refer the matter to the appropriate School administrator.

The report shall be submitted to the appropriate School administrator(s) for action, within thirty (30) days of the completion of the investigation or as soon thereafter as is feasible.

The Investigator will inform the complainant and the accused that the report has been forwarded and to whom. The appropriate administrator(s) will ensure that the complainant and the accused are timely notified in writing of the disciplinary action taken

Within fifteen (15) days of disciplinary action being taken against the accused, or as required by applicable Board procedures, the appropriate administrator(s) shall provide written notification to the complainant indicating: individual remedies available to the complainant; and all sanctions against the accused of which the complainant needs to be aware in order for the sanctions to be fully effective

Within fifteen (15) days of taking disciplinary action against the accused, the appropriate administrator(s) shall provide written notification to the Investigator indicating the results of any disciplinary actions and the initiation of any appeals, and all further individual remedies available to the complainant.

If the final determination is that sexual harassment has occurred, a prompt, relevant and effective remedy shall be provided to the complainant and appropriate disciplinary action taken against the harasser.

#### Rights of the Complainant

The complainant has the right to:

- Feel safe at school after sexual harassment.
- Be informed about the school's policies on sexual harassment.
- Talk to anyone about the sexual harassment.
- Report the sexual harassment to a school official.
- Have the complaint taken seriously and investigated by the school.

#### Rights of the Accused

The accused has the right to:

- Due process - Notice of the allegations and an opportunity to respond to them.
- To be free from defamation and invasion of privacy.
- Obtain confidential counseling.
- Information about the investigation and resolution process.

#### Appeal of Sexual Harassment Investigation Finding of No Reasonable Cause

There are diverse ways to appeal a finding of no reasonable cause depending on whether the complainant is a student, faculty, or staff. In most cases, sending the Executive Director an email or completing the universal complaint form found in the student/family

handbook provide a mechanism for such an appeal, and where available, such procedures must be utilized.

#### Notice to the Complainant

Where the Investigator concludes that there is no reasonable cause to believe that a violation of the Board's sexual harassment policy has occurred and the complaint is to be dismissed, a copy of the report will be sent to the complainant and the accused in accordance with the Board policies/ regulations applying to the disclosure of information from School records.

#### Written Appeal by Complainant

A written appeal must be directed to the appropriate administrator, as designated by the Executive Director or designee, within thirty (30) days of notification to the complainant of the dismissal of the complaint.

#### Basis for Appeal

The appeal may be based only on one of the following grounds:

- There is newly discovered important evidence not known at the time of the report.
- Bias on the part of an Investigator member; or
- The Investigator failed to follow appropriate procedures.

#### Decision

The Executive Director or designee will consider the appeal and will provide a written decision to the complainant and the Investigator within thirty (30) days of receipt of the appeal.

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

#### School Wide Dress Code

University Preparatory Academy students abide by what is known as "common dress". Dressing for success fits with UPA's high academic expectations it has for all UPA students. UPA's common dress is also intended to assist in the creation of a positive learning environment. We expect parents and legal guardians to actively support the following common dress guidelines:

#### General Expectations

1. All clothing must fit properly and appropriately.
2. Any clothing, jewelry, accessories, hairstyle, footwear, or body adornment which are or include picture, writing, or insignia which is: (1) gang related; (2) presents a safety hazard to the wearer or others; (3) advertises or symbolizes any type of alcohol, drugs, tobacco, or gambling; (4) includes weapons or acts which are illegal, violent, obscene, or hazardous to one's health; (5) sexually suggestive, crude, vulgar, profane; discriminatory, obscene, contain threats, libelous; or (6) offensive or degrading to students or staff on the basis of gender, cultural, religious or ethnic values is not allowed.

#### Approved Tops

1. Polo shirt, oxford shirt, and crewneck sweatshirts
2. Long sleeve or short sleeve
3. Any color as long as there is not an excessive logo.
4. Official academic college T-shirts (short or long sleeve)
5. Official academic college sweatshirt in any color (sports teams are not allowed)
6. Official UPA sweatshirt in colors named above
7. Official UPA T-shirts with UPA approved logo on back or front upper left-hand side
8. School sponsored organization and event polo shirts, oxford shirts, and crewneck sweatshirts purchased from UPA approved vendors (designs must be approved by school administration)
9. School sponsored organization and event t-shirts (designs must be approved by school administration)
10. Outer jackets and sweatshirts may be of a solid white, navy or light blue color with no emblems and may be removed and carried upon entering a school building. These do not require a school logo, however, an approved top must be worn under outer jackets and sweatshirts

#### Approved Bottoms

1. Pants, shorts, and jeans (cargo pocketed pants and shorts not allowed) skirts and skorts
2. Navy blue, black or khaki color
3. Dress khaki material

4. Leggings, Sweatpants, and Stretchpants are not allowed.

#### Approved Footwear

1. Shoes, sneakers, and laces that are appropriate for an academic or professional environment
2. Boots with a solid rubber sole, of normal height, and without steel toe or other unsafe features
3. The following are not permitted for safety reasons: flip-flops, slippers, crocs, and open toed shoes

#### Additional Common Dress Guidelines

1. Sunglasses, visors, hats, and hoods may not be worn unless for religious or medical reasons.
2. Backpacks or rolling cases must be a solid color with no writing on them except the product logo.
3. Jewelry must be fit to the neckline, wrist, or ears. Spiked or studded jewelry is not permitted for safety reasons.
4. Undershirts must not be longer than the common dress shirt worn over top.
5. Belts must be worn with bottoms that are too big to fit securely around the student's waist.
6. Shirts longer than waist length must be tucked in.
7. Shorts and skirts should not be tight fitting.
8. All bottoms must be no shorter than fingertip length or four (4) inches above the knee or longer without leggings or stockings.
9. Free dress days and spirit days will on occasion be earned by the student body and will specifically designate what reasonable and appropriate clothing is allowed for that day.
10. Students are restricted from "showing colors or gang affiliation" as part of their dress code or on free dress days.
11. Physical Education Uniform outline will be provided in the course syllabus.

#### Enforcement of Common Dress

1. The Executive Director or designee will make the final decision on admissibility of clothing. Any grievances concerning the dress code should be submitted in writing to the Executive Director or designee. If there is any doubt, ask first and then wear.
2. Dress code is required while on school property or at school events, unless otherwise specifically designated.
3. Students in violation of the dress code will be asked to "fix" their dress if possible and will be assigned one day of lunchtime detention for that violation.
4. Students who are unable to "fix" their dress will be asked to call home to retrieve replacement clothing for the day.
5. A second violation of the dress code will result in notification to the student's parents/legal guardians. Repeated violations will result in a mandatory meeting between parent or legal guardian, student and the Executive Director or designee to discuss the common dress violations.

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

**\*\*Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff\*\***

In accordance with EC 35294.2, UPA maintains a structured and secure process for the safe ingress and egress of students, parents, and staff. Student drop-off occurs on Masonic Drive and is supported by a dedicated security team to ensure a smooth and safe arrival. During school hours, all gates remain closed, with the exception of the main gate, to control access and enhance campus security. Parents and visitors must check in at the only open entry point, the lobby door, before picking up their child or meeting with staff.

Student pick-up is organized at designated times—after 5th period at 2:05 PM, 6th period at 3:05 PM, or 7th period at 3:35 PM. Site supervisors oversee the dismissal process to ensure an orderly and safe departure for all students. These procedures support a secure learning environment while maintaining efficient access for authorized individuals.

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

#### **Component:**

Safety and Security

#### **Element:**

UPA has a strong passive safety system and sees growth for developing the human element of campus safety

**Opportunity for Improvement:**

The development of a 7th period student activity program will increase after school supervision, expanding who is participating in school safety will result in a safer campus



Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>Campus Security Measures – Implementing controlled access to school grounds, visitor check-in procedures, security personnel, and surveillance systems to ensure student and staff safety.</p>	<p>Regularly check the passive security measures (door locks, door camera system, fences, and cameras). Annually evaluate the support of Coleman Security, third party security company Adding cameras to dark spots (gym closet and back FLC stairwell) Adding a workstation on site for access to the security cameras Continually train staff and students on security efforts that can be made on a daily basis</p>	<p>Executive Council Meeting, Director's Council Meeting, Safety Team Meetings, Coordination meetings with Coleman Security and FLC staff</p>	<p>David Porter, Executive Director</p>	<p>Install of three new cameras, 1 workstation, and an expanded safety team</p>
<p>Safe Ingress and Egress – Ensuring structured and supervised procedures for students, staff, and visitors entering and leaving the campus, including designated drop-off and pick-up locations.</p>	<p>Coleman Security to manage AM Ingress Campus supervisors to manage PM egress Supervision schedule for Administrators Expand Safety Team Creation of a 7th period student activity program</p>	<p>Executive Council Meeting, Director's Council Meeting, Safety Team Meetings, Coordination meetings with Coleman Security</p>	<p>Elliott Boesch, Lead Campus Supervisor and Nathalie Tran, Executive Assistant</p>	<p>Establishment of the 7th period activity program on Mon, Wed, and Friday.</p>
<p>Emergency Preparedness and Response – Establishing clear procedures for responding to emergencies, including fire drills, lockdowns, evacuations, and natural disaster preparedness.</p>	<p>Calendar of emergency events Practice and feedback system Repeat drills as needed</p>	<p>Executive Council Meeting, Safety Team Meetings</p>	<p>Sam Hu, Chair of Student Support</p>	<p>100% completion of all safety drills</p>
<p>Collaboration with Law Enforcement and Community Partners – Partnering with local law enforcement, emergency responders, and community organizations to enhance school safety measures and provide additional resources.</p>	<p>Set up quarterly meetings with law enforcement Connect with other school via safety meetings</p>	<p>Contact with local law enforcement</p>	<p>Andrew Yau, Director of Student Support and Alumni Outreach</p>	<p>Partnership during the run, hid, defend drill</p>

**Component:**

Safe and Inclusive School Environment

**Element:**

A key priority for UPA is to ensure a safe and caring environment for students and staff

**Opportunity for Improvement:**

We eat with our eyes - staff and students need to activity supervision, relationship building and occasional action in order to develop a feeling of safety and security

Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>Behavioral Expectations and Discipline Policies – Enforcing a student code of conduct, anti-bullying policies, and a system for addressing disciplinary issues while promoting positive behavior interventions and restorative practices.</p>	<p>University Preparatory Academy (UPA) has implemented Positive Behavior Support Systems, including MTSS, PBIS, and Restorative Practices, to build a positive school culture. Social-Emotional Learning (SEL) to foster the social and emotional growth of students and staff. Restorative Practices are used to promote positive relationships and community building. UPA has a school-wide discipline plan that communicates high standards and expectations. Finally, UPA uses data to inform their discipline policies, resulting in a decline in misconduct and suspension numbers.</p>	<p>Professional Development on Universal Design for Learning and cultural responsiveness to stress. MTSS Team Mental Health Team</p>	<p>Andrew Yau, Director of Student Support and Alumni Support, Samantha Hu, Chair of Student Services</p>	<p>Decrease in Tier 1 incidents by 5%</p>

Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>Violence Prevention and Conflict Resolution – Implementing programs that teach students and staff conflict resolution, de-escalation techniques, and anti-violence education.</p>	<p>At UPA, we outline a comprehensive approach to de-escalation and violence prevention. We emphasize recognizing escalation signs and implementing de-escalation actions and strategies. Our strategies include maintaining a calm demeanor, using non-threatening body language, and employing active listening techniques to understand the underlying issues</p> <p>We provide guidelines on how to recognize signs of escalation, such as changes in body language, tone of voice, and behavior. We highlight the importance of early intervention to prevent situations from escalating further</p> <p>We detail specific actions and strategies to help de-escalate potentially violent situations. These include creating a safe environment, setting clear boundaries, and using verbal de-escalation techniques to defuse tension</p>	<p>Safety Team Professional Development on De-escalation</p>	<p>Andrew Yau, Director of Student Support and Alumni Support, Samantha Hu, Chair of Student Services</p>	<p>Decrease in Tier 2 incidents by 3%</p>
<p>Supervision and Staffing – Ensuring adequate supervision during school hours, including before and after school, passing periods, and lunch breaks, with trained staff monitoring student activities.</p>	<p>Set clear schedules and duties for each supervisor Provide radios for communication Set clear expectations where students can and can't be while at school</p>	<p>Safety Team</p>	<p>Elliott Boesch, Lead Campus Supervisor and Nathalie Tran, Executive Assistant</p>	<p>Consistency in action</p>

**Component:**  
Social Emotional Environment

**Element:**

UPA is proud of it's diversity and has been dedicated to inclusion for over a decade.

**Opportunity for Improvement:**

Students still could use the support of mental health and need to be aware of how easy it is to get help and how helpful that is.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Health and Wellness Programs – Providing access to mental health support, counseling services, and wellness initiatives to foster student well-being and academic success.	Expand Mental Health Team Align efforts between academic and mental health counselors	Mental Health Coordinator Chair of Student Support Chair of Counseling Department	David Porter, Executive Director	Increase in students self-identifying in needing mental health support
Safe and Inclusive School Climate – Promoting a respectful and inclusive environment where diversity is valued, and students feel physically and emotionally safe.	Annual Calendar of diverse activities Support of clubs demonstrating their culture Allowing students to dance or perform in school rallies	August Siu, Activities Director Esther Chen, TOSA	David Porter, Executive Director	Improved school fit data on Panorama survey

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

**University Preparatory Academy Charter Student Conduct Code**

Definition of the UPA Student Code of Conduct: The University Preparatory Academy (UPA) Student Code of Conduct outlines the expectations and responsibilities for students. It includes guidelines on behavior, disciplinary actions, and procedures for handling misconduct. The code emphasizes maintaining a safe and respectful learning environment for all students.

**Permitted:**

- Positive behavior and adherence to school rules.
- Participation in school activities and events.
- Respectful interactions with peers and staff.
- Compliance with the dress code and other school policies.

**Not Permitted:**

- Disruptive behavior or actions that interfere with the learning environment.
- Acts of violence, bullying, or harassment.
- Possession of prohibited items such as weapons or illegal substances.
- Violation of the school's dress code and other policies.

**Additional Details:**

The discipline plan is provided to every student and reviewed in a mandatory assembly presented by the Executive Director or designee  
 Parents and Legal Guardians are required to review the discipline plan with their child, and both parent or legal guardian  
 Staff members consistently enforce the school-wide standards.

**Conduct Code Procedures**

University Preparatory Academy (UPA) is committed to supporting all students through the implementation of systems that build a positive school culture. This includes both overarching intervention frameworks and specific programs aimed at fostering positive behavior.

#### Positive Behavior Support Systems:

**Multi-tiered Systems of Support (MTSS):** Focuses on the whole child and creates a tiered system of supports that considers academic, behavioral, and environmental needs.

**Positive Behavior Interventions and Supports (PBIS):** A problem-solving framework that supports schools in determining behavioral interventions and support at all tiers within an MTSS system.

**Restorative Practices (RP):** Promotes positive relationships and community building while providing meaningful opportunities for members of the school community to share the responsibility for making schools safe and nurturing environments.

#### Social-Emotional Learning (SEL):

Creates a positive school climate and culture.

Fosters the social and emotional growth of students and staff.

Cultivates lifelong skills such as managing emotions, expressing empathy, making responsible decisions, and setting positive goals.

Engages in culturally responsive and equitable practices within the school community.

#### **(K) Hate Crime Reporting Procedures and Policies**

University Preparatory Academy (UPA) has established comprehensive procedures and policies for reporting hate crimes. These procedures are designed to ensure the safety and well-being of all students and staff.

**Reporting:** Any student, staff member, or visitor who witnesses or experiences a hate crime is encouraged to report the incident immediately to the school's Executive Director or designee. Reports can be made in person, via phone, or through a written statement.

**Investigation:** Upon receiving a report of a hate crime, the Executive Director or designee will initiate an investigation. This includes gathering statements from witnesses, reviewing any available evidence, and consulting with law enforcement if necessary.

**Support:** UPA provides support to victims of hate crimes, including counseling services and assistance with any necessary legal actions. The school ensures that victims feel safe and supported throughout the investigation process.

**Disciplinary Actions:** If a student is found to have committed a hate crime, disciplinary actions will be taken in accordance with the school's discipline policies. This may include suspension, expulsion, or other appropriate measures.

**Prevention:** UPA is committed to preventing hate crimes through education and awareness programs. The school regularly conducts training sessions for students and staff on recognizing and preventing hate crimes, as well as promoting a culture of respect and inclusion.

#### **(J) Procedures to Prepare for Active Shooters**

**Definition of RUN, HIDE, DEFEND Response:**

The RUN, HIDE, DEFEND Response is a protocol activated when there is a life-threatening situation or intruder on campus. It involves taking drastic measures to ensure the safety of students and staff.

#### Observation Procedures:

**LOOK:** Immediately scan your surroundings. If the threat is visible, RUN! Seek cover and concealment. Hide if possible. RUN again when it is safe.

**LISTEN:** Listen for sounds. If you hear the threat, RUN! Seek cover and concealment. Hide if possible. RUN again when it is safe.

**ACT:** Don't freeze! Take action right away.

## Options-Based Response Procedures for Students and Teachers:

**RUN:** Run as fast as you can to get away from the threat. Run towards cover and get as far away as you can.

**HIDE:** If you're indoors, secure the room. Lock doors, cover door windows and exterior ground floor windows, build door and interior barricades, turn off lights, shelter in place, and monitor email.

**DEFEND:** If you're too close to RUN or HIDE or as an absolute last resort, defend yourself and resist the threat. Use anything to assist you.

RUN, HIDE, DEFEND drills are conducted annually with the cooperation of local law enforcement and Coleman Security

Every classroom and office has a door jam device that completely blocks the door from intrusion. Students and staff have been trained on the tool annually.

### **Procedures for Preventing Acts of Bullying and Cyber-bullying**

UPA believes all students have the right to a safe and civil learning environment. Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, UPA prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This 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. A copy of the complete Policy is available upon request at the main office.

UPA defines "discrimination, sexual harassment, harassment, intimidation, and bullying" as the intentional conduct, including verbal, physical, written communication, or cyberbullying, including cyber sexual bullying, based on the actual or perceived characteristics of disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, immigration and citizenship status, 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, UPA will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated and/or bullied, and will take action to investigate, respond, and address and report on such behaviors in a timely manner. UPA staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, UPA will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with whom UPA 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. UPA 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:

Executive Director: David Porter

University Preparator Academy

2315 Canoas Garden Ave, San Jose, CA 95125

408.723.1839

### **Opioid Prevention and Life-Saving Response Procedures**

These procedures align with California law and public health recommendations to ensure a safe and prepared school environment.

#### II. Prevention Measures

##### A. Education & Awareness

###### Student Education:

Implement age-appropriate opioid prevention education in health curricula. Provide information about the risks of opioid misuse, including fentanyl.

**Staff Training:**

Annual training for teachers, administrators, and school health staff on recognizing opioid use and responding to overdoses. Training on proper storage, administration, and disposal of naloxone (Narcan).

**Parental & Community Outreach:**

Host workshops and informational sessions on opioid dangers and prevention. Share resources via newsletters, websites, and social media.

**B. Safe Medication Practices**

Enforce strict policies regarding prescription medication storage and distribution. Prohibit unauthorized possession and distribution of opioids on campus. Offer counseling and support for students struggling with substance use.

**II. Response to Suspected Opioid Overdose**

**A. Recognizing Signs of Overdose**

Unresponsiveness or unconsciousness

Slow, irregular, or no breathing

Pinpoint pupils

Blue lips or fingernails

Gurgling or choking sounds

**B. Emergency Response Steps**

Call 911 Immediately

Report a suspected opioid overdose and provide location details.

**Administer Naloxone (Narcan)**

School health personnel or trained staff should administer naloxone following training protocols. If no response after 2-3 minutes, administer a second dose if available.

**Perform Rescue Breathing (if needed)**

If the person is not breathing, provide rescue breaths (if trained to do so).

**Stay with the Individual**

Monitor vital signs until emergency responders arrive.

**Notify Parents/Guardians & School Administration**

Document the incident and inform relevant parties following school protocols.

**III. Naloxone (Narcan) Availability & Storage**

Naloxone will be stored in a secure yet accessible location (e.g., nurse's office, main office).

Trained staff will have access in case of emergencies.

The school will maintain an adequate supply and replace expired doses.

**IV. Follow-Up & Support**

**Post-Incident Care:** School counselors and health staff will provide follow-up care and referrals for students involved in overdose incidents.

**Referral to Resources:** Students will receive information about treatment programs and local support services.

**V. Compliance with California Law**

This policy aligns with California Senate Bill 864 (Tyler's Law), which mandates that schools provide opioid overdose training and have naloxone available on-site.

**Response Procedures for Dangerous, Violent, or Unlawful Activities**

**Purpose**



The purpose of these procedures is to ensure a prompt, coordinated, and effective response to dangerous, violent, or unlawful activities on campus. This plan is designed to protect students, staff, and visitors, minimize harm, and support a safe educational environment.

#### Prevention and Early Identification

**Training:** Regular training for staff on recognizing early warning signs of dangerous or violent behavior.

**Education:** Implement age-appropriate safety and conflict resolution education for students.

**Monitoring:** Encourage staff and students to report suspicious behavior or potential threats to designated safety officers or administrators.

#### Reporting Procedures

**Immediate Reporting:** Any person witnessing or becoming aware of dangerous, violent, or unlawful activity must immediately report the situation to a school administrator or security officer. Use established internal reporting channels (e.g., direct call to the school safety hotline).

#### Anonymous Reporting:

Students and staff have access to TipLine, anonymous reporting option for students and staff who may feel unsafe reporting directly.

#### Immediate Response Protocol

##### Alerting Authorities:

Upon confirmation of an incident, the designated staff member must call 911 and provide clear, concise details including location, nature of the incident, and any known suspects.

##### Lockdown/Evacuation Procedures:

**Lockdown:** If an immediate threat is present, initiate lockdown procedures. All individuals should remain in secure locations, close doors, and silence electronic devices.

**Evacuation:** If evacuation is deemed the safest response, follow the pre-planned evacuation routes and assembly areas.

##### Communication:

School administration will use the PA system and text/email alerts to inform all on-campus individuals of the situation and any necessary actions. Provide updates as additional information becomes available.

#### Coordination with Emergency Responders

**Emergency Services:** Work closely with local law enforcement and emergency medical services by providing timely updates and access to the incident scene.

**On-Scene Liaison:** A designated staff member will serve as a liaison between the school and emergency responders to ensure efficient communication and coordination.

#### Post-Incident Procedures

##### Incident Documentation:

Record all details of the incident, including time, location, actions taken, and personnel involved.

##### Debriefing and Counseling:

Arrange for debriefing sessions with affected staff and students.

Provide access to counseling services and support for those impacted by the incident.

##### Review and Revision:

Conduct a formal review of the incident response to identify strengths and areas for improvement.

Update the response procedures annually or as needed based on lessons learned and changes in local or state guidelines.

#### Training and Drills

**Regular Drills:** Schedule annual lockdown and evacuation drills to ensure readiness.

**Staff Training:** Provide ongoing training for all staff on response protocols, including the proper use of any emergency equipment.

## **Instructional Continuity Plan**

### Instructional Continuity Plan:

University Preparatory Academy (UPA) has developed a comprehensive instructional continuity plan to ensure that learning continues seamlessly in the event of disruptions. This plan includes several key components:

**Digital Learning Platforms:** UPA utilizes various digital learning platforms to facilitate remote instruction. These platforms allow teachers to deliver lessons, assign homework, and provide feedback to students online.

**Teacher Training:** Teachers receive ongoing training on how to effectively use digital tools and resources to support remote learning. This ensures that they are well-prepared to transition to online instruction if needed.

**Student Access:** UPA ensures that all students have access to the necessary technology and internet connectivity to participate in remote learning. This includes providing devices and internet access to students who need them.

**Communication:** Clear communication channels are established between teachers, students, and parents to keep everyone informed about instructional plans and expectations. This includes regular updates and check-ins to address any concerns or issues.

**Support Services:** UPA provides additional support services to students and families during remote learning. This includes academic support, counseling services, and technical assistance to ensure that students can continue their education without interruption.

## **Safety Plan Review, Evaluation and Amendment Procedures**

Safety Plan Review, Evaluation, and Amendment Procedures:

University Preparatory Academy (UPA) has established comprehensive procedures for reviewing, evaluating, and amending the Safety Plan to ensure it remains effective and up-to-date.

**Annual Review:** The Safety Plan is reviewed annually by a committee consisting of school administrators, teachers, and local law enforcement representatives. This review ensures that the plan reflects current best practices and addresses any new safety concerns.

**Public Input:** A meeting for public input is held annually to gather feedback from parents, students, and community members. This input is considered when making revisions to the Safety Plan.

**Law Enforcement Review:** The Safety Plan is reviewed and certified by local law enforcement agencies to ensure it complies with legal requirements and incorporates the latest safety protocols.

**Board Approval:** The revised Safety Plan is presented to the UPA Board for approval. Once approved, the plan is implemented and communicated to all staff, students, and parents.

**Ongoing Evaluation:** The effectiveness of the Safety Plan is continuously evaluated through regular drills, incident reports, and feedback from the school community. Any necessary amendments are made promptly to address identified issues or improve safety measures.

## Safety Plan Appendices

## Emergency Contact Numbers

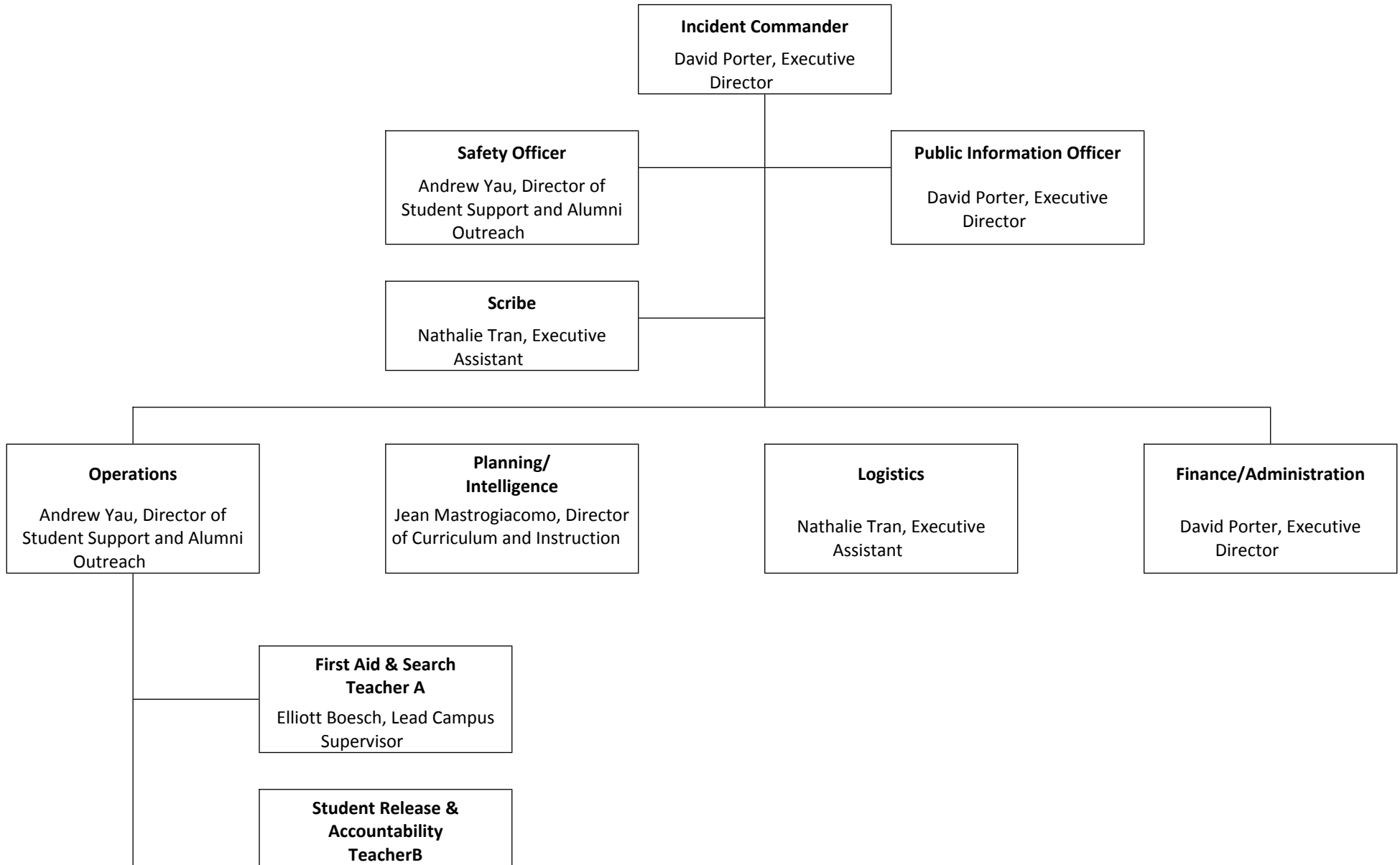
### Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Santa Clara Sheriff's Office	911	Make sure you notify first responders that you are behind the church, closest to Masonic
Law Enforcement/Fire/Paramedic	San Jose Fire Department	911	See above
Public Utilities	PG&E	1-800-743-5000	
Local Hospitals	Santa Clara Valley Medical Center	(408) 885-5000	751 South Bascom Avenue, San Jose, CA 95128
School District	Santa Clara County Office of Education	(408) 453-3605	Ask for Mefula Fairley
Other	CPS	1-800-344-6000	reporting suspected child abuse or neglect

**Safety Plan Review, Evaluation and Amendment Procedures**

<b>Activity Description</b> (i.e. review steps, meetings conducted, approvals, etc)	<b>Date and Time</b>	<b>Attached Document</b> (description and location)
Staff Safety Plan Review	February 25, 2025 3:30 PM	Glass Castle
Community Safety Team Meeting	February 26, 2025 5:00 PM	Zoom

**University Preparatory Academy Charter Incident Command System**



Loren Schwinge



## **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:

UPA is a small school and therefore have multiple duties for one person/position. All attempts have been made to keep the roles from overlapping

### **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**

Determine the nature of the emergency (e.g., fire, earthquake, active shooter, bomb threat, hazardous material spill). Assess the situation to understand the specific threat and its potential impact on the school community.

### **Step Two: Identify the Level of Emergency**

Evaluate the severity of the emergency (e.g., low, medium, high). Consider factors such as the immediacy of the threat, the potential for harm, and the resources required to manage the situation.

### **Step Three: Determine the Immediate Response Action**

**RUN, HIDE, DEFEND:** For life-threatening situations or intruders on campus, take immediate action to ensure safety.

**RUN:** If the threat is visible, run towards cover and concealment. Hide if possible. Run again when it is safe.

**HIDE:** If indoors, secure the room by locking doors, covering windows, building barricades, turning off lights, and sheltering in place.

**DEFEND:** As a last resort, defend yourself and resist the threat using any available means.

**Evacuation:** For emergencies like fire or hazardous material spills, evacuate the building following predetermined routes and assembly areas.

**Shelter in Place:** For environmental hazards or external threats, remain indoors and secure the building.

### **Step Four: Communicate the Appropriate Response Action**

Use the school's communication systems (e.g., phone speaker, radios, email) to announce the emergency and the required response action.

Provide clear instructions to students, staff, and visitors on what actions to take.

Maintain regular updates to keep everyone informed about the situation and any changes in response actions.

## **Types of Emergencies & Specific Procedures**

### **Aircraft Crash**

University Preparatory Academy (UPA) has established procedures to ensure the safety of students and staff in the event of an aircraft crash. The plan includes the following steps:

**Immediate Response:** Upon noticing an aircraft crash, the Incident Commander will activate the emergency alarm and notify all staff and students to evacuate the buildings immediately.

**Evacuation:** Students and staff will follow the predetermined evacuation routes to the designated assembly areas. Teachers will take their emergency response folders, which include class rosters and emergency contact information.

**Attendance:** Once at the assembly areas, teachers will take attendance and report any missing students to the Incident Commander.

**First Aid:** First Aid Coordinators will provide medical assistance to any injured individuals. They will also coordinate with emergency medical services for further treatment if necessary.

**Communication:** The Incident Commander will communicate with local emergency services, including the fire department and police, to provide information about the crash and request assistance.

**Reunification:** The school will implement the parent or legal guardian-student reunification process to ensure that students are safely reunited with their families. This process includes verifying the identity of parents or legal guardians before releasing students to them.

**Post-Incident Review:** After the incident, the school will conduct a review to assess the effectiveness of the emergency response and make any necessary improvements to the plan.

### **Animal Disturbance**

University Preparatory Academy (UPA) has established procedures to ensure the safety of students and staff in the event of an animal disturbance on campus. The plan includes the following steps:

**Immediate Response:** Upon noticing an animal disturbance, the Incident Commander will activate the emergency alarm and notify all staff and students to stay indoors.

**Secure the Area:** Students and staff will remain inside their classrooms or buildings. Teachers will ensure that all doors and windows are closed and locked to prevent the animal from entering.

**Communication:** The Incident Commander will communicate with local animal control services to provide information about the disturbance and request assistance.

**Monitor the Situation:** Staff will monitor the situation from a safe distance and provide updates to the Incident Commander. They will also ensure that students remain calm and follow instructions.

**Resolution:** Once animal control services have resolved the situation and it is safe, the Incident Commander will announce the "All-Clear" signal. Normal activities can then resume.

### **Armed Assault on Campus**

University Preparatory Academy (UPA) has established procedures to ensure the safety of students and staff in the event of an armed assault on campus. The plan includes the following steps:

**Immediate Response:** Upon noticing an armed assault, the Incident Commander will activate the emergency alarm and notify all staff and students to initiate the RUN, HIDE, DEFEND Response.

**RUN, HIDE, DEFEND Response:**

**RUN:** If the threat is visible, run towards cover and concealment. Hide if possible. Run again when it is safe.

**HIDE:** If indoors, secure the room by locking doors, covering windows, building barricades, turning off lights, and sheltering in place.

**DEFEND:** As a last resort, defend yourself and resist the threat using any available means.

**Communication:** The Incident Commander will communicate with local law enforcement to provide information about the assault and request assistance.

**First Aid:** First Aid Coordinators will provide medical assistance to any injured individuals. They will also coordinate with emergency medical services for further treatment if necessary.

**Reunification:** The school will implement the parent or legal guardian-student reunification process to ensure that students are safely reunited with their families. This process includes verifying the identity of parents or legal guardians before releasing students to them.

**Post-Incident Review:** After the incident, the school will conduct a review to assess the effectiveness of the emergency response and make any necessary improvements to the plan.

### **Biological or Chemical Release**

University Preparatory Academy (UPA) has established procedures to ensure the safety of students and staff in the event of a biological or chemical release. The plan includes the following steps:

**Immediate Response:** Upon noticing a biological or chemical release, the Incident Commander will activate the emergency alarm and notify all staff and students to stay indoors.

**Secure the Area:** Students and staff will remain inside their classrooms or buildings. Teachers will ensure that all doors and windows are closed and locked to prevent exposure to the hazardous material.

**Communication:** The Incident Commander will communicate with local emergency services, including the fire department and public health department, to provide information about the release and request assistance.

**Monitor the Situation:** Staff will monitor the situation from a safe distance and provide updates to the Incident Commander. They will also ensure that students remain calm and follow instructions.

**Ventilation Control:** Buildings and grounds personnel will shut off mechanical ventilating systems to prevent the spread of toxic material.

**Evacuation:** If necessary, the Incident Commander will give approval for student release or site evacuation. This decision will be made in consultation with emergency services.

**First Aid:** First Aid Coordinators will provide medical assistance to any individuals exposed to the hazardous material. They will also coordinate with emergency medical services for further treatment if necessary.

### **Bomb Threat/ Threat Of violence**

University Preparatory Academy (UPA) has established procedures to ensure the safety of students and staff in the event of a bomb threat or other threat of violence. The plan includes the following steps:

**Immediate Response:** Upon receiving a bomb threat or noticing a threat of violence, the person receiving the threat will attempt to gain as much information as possible and keep the caller on the phone if the threat is received by phone. The most important information to obtain is when the bomb will explode and where it is located.

**Notification:** Immediately notify the Incident Commander of the threat received. Turn off cellular phones, walkie-talkie radios, and public address systems to prevent triggering a bomb.

**Evacuation:** The Incident Commander, with support from staff, will call 9-1-1 and provide necessary information such as the exact location, nature of the incident, and the number of people involved. The Executive Director must issue permission to evacuate the entire site.

**Inspection and Security:** Implement a systematic inspection of the facilities to ensure everyone is out. Secure all exits to prevent re-entry during the search period. Ensure people stay clear of all buildings as a bomb may be planted against an outside wall.

**Re-occupation:** Re-occupy buildings only when proper authorities give clearance. Fire department or police officers will organize a search team to check for suspicious objects.

### **Bus Disaster**

University Preparatory Academy (UPA) has established procedures to ensure the safety of students and staff in the event of a bus disaster. The plan includes the following steps:

**Immediate Response:** Upon noticing a bus disaster, the Incident Commander will activate the emergency alarm and notify all staff and students to stay calm and follow instructions.

**Evacuation:** Students and staff will follow the predetermined evacuation routes to the designated assembly areas. Teachers will take their emergency response folders, which include class rosters and emergency contact information.

**Attendance:** Once at the assembly areas, teachers will take attendance and report any missing students to the Incident Commander.

**First Aid:** First Aid Coordinators will provide medical assistance to any injured individuals. They will also coordinate with emergency medical services for further treatment if necessary.

**Communication:** The Incident Commander will communicate with local emergency services, including the fire department and police, to provide information about the disaster and request assistance.

**Return to Campus:** In cases that a secondary bus can be utilized, non-injured students will return to school for reunification.

**Reunification:** The school will implement the parent or legal guardian-student reunification process to ensure that students are safely reunited with their families. This process includes verifying the identity of parents or legal guardians before releasing students to them.

**Post-Incident Review:** After the incident, the school will conduct a review to assess the effectiveness of the emergency response and make any necessary improvements to the plan.

### **Disorderly Conduct**

University Preparatory Academy (UPA) has established procedures to ensure the safety of students and staff in the event of disorderly conduct on campus. The plan includes the following steps:

**Immediate Response:** Upon noticing disorderly conduct, the Incident Commander will activate the emergency alarm and notify all staff and students to stay calm and follow instructions.

**Secure the Area:** Students and staff will remain inside their classrooms or buildings. Teachers will ensure that all doors and windows are closed and locked to prevent the situation from escalating.

**Communication:** The Incident Commander will communicate with local law enforcement to provide information about the disorderly conduct and request assistance.

**Monitor the Situation:** Staff will monitor the situation from a safe distance and provide updates to the Incident Commander. They will also ensure that students remain calm and follow instructions.

**Resolution:** Once law enforcement has resolved the situation and it is safe, the Incident Commander will announce the "All-Clear" signal. Normal activities can then resume.

### **Earthquake**

University Preparatory Academy (UPA) has established procedures to ensure the safety of students and staff in the event of an earthquake. The plan includes the following steps:

**Immediate Response:** At the first sign of a temblor, the teacher will issue the Earthquake Signal. Students and teachers will DROP, COVER, and HOLD until the shaking stops.

#### **Indoors:**

Drop to knees with back to the windows.

Get under solid furniture (desk, table, chair, etc.).

Grasp the leg of the furniture with one hand while covering the back of the neck with the other. Ensure the head and neck are covered by the furniture.

Wait for further instructions.

#### **Outdoors:**

Move away from any buildings, light poles, utilities, and playground equipment.

Drop to the ground.

Wait for instructions.

**Evacuation:** Do not evacuate the classroom until the Incident Commander issues the evacuation signal. The teacher will assess the condition of all children and check the safety of the evacuation route. Upon receiving the evacuation order, students and staff will walk to the assembly area, being aware of hazards along the way.

**Attendance:** Teachers will take attendance and complete the Emergency Attendance Report. Runners will deliver the report to the Incident Command Center. Teachers will pass their class to the buddy teacher and report to their predetermined Emergency Response Team assignment.

**Wait for Instructions:** All students and staff will wait for further instructions from the Incident Commander.

Throughout the process communication protocols should be followed:

The Incident Commander should provide clear and timely information to families regarding the earthquake and the safety of students and staff. The communication should include the following key points:

**Safety and Status:** Inform families that an earthquake has occurred and that the school is following its emergency response procedures. Reassure them that the safety of students and staff is the top priority.

**Evacuation and Assembly:** Explain that students and staff have been evacuated to the designated assembly areas and that attendance is being taken to account for everyone.

**Injuries and Medical Assistance:** Provide information about any injuries and the medical assistance being provided. Assure families that injured individuals are receiving the necessary care.

**Reunification Process:** Outline the parent or legal guardian-student reunification process, including the location and procedures for picking up their children. Emphasize the importance of following the established procedures to ensure a safe and orderly reunification.

**Further Updates:** Inform families that they will receive further updates as more information becomes available. Encourage them to stay tuned to the school's communication channels for ongoing updates and instructions.

### **Explosion or Risk Of Explosion**

Preparatory Academy (UPA) has established procedures to ensure the safety of students and staff in the event of a bomb threat or other threat of violence. The plan includes the following steps:

**Immediate Response:** Upon receiving a bomb threat or noticing a threat of violence, the person receiving the threat will attempt to gain as much information as possible and keep the caller on the phone if the threat is received by phone. The most important information to obtain is when the bomb will explode and where it is located.

**Notification:** Immediately notify the Incident Commander of the threat received. Turn off cellular phones, walkie-talkie radios, and public address systems to prevent triggering a bomb.

**Evacuation:** The Incident Commander, with support from staff, will call 9-1-1 and provide necessary information such as the exact location, nature of the incident, and the number of people involved. The Executive Director must issue permission to evacuate the entire site.

**Inspection and Security:** Implement a systematic inspection of the facilities to ensure everyone is out. Secure all exits to prevent re-entry during the search period. Ensure people stay clear of all buildings as a bomb may be planted against an outside wall.

**Re-occupation:** Re-occupy buildings only when proper authorities give clearance. Fire department or police officers will organize a search team to check for suspicious objects.

### **Fire in Surrounding Area**

University Preparatory Academy (UPA) has established procedures to ensure the safety of students and staff in the event of a fire near the school. The plan includes the following steps:

**Immediate Response:** Upon noticing smoke or flames near the school, the Incident Commander will activate the fire alarm and notify all staff and students to prepare for possible evacuation.

**Evacuation Preparation:** Students and teachers will immediately prepare to exit the classroom and proceed to the predetermined assembly area in an orderly fashion. Teachers will take their emergency response folders, which include class rosters and emergency contact information.

**Evacuation:** If the fire poses a direct threat to the school, students and staff will follow the predetermined evacuation routes to the designated assembly areas. Teachers will ensure that all students are accounted for and report any missing students to the Incident Commander.

**Communication:** The Incident Commander will communicate with local emergency services, including the fire department, to provide information about the fire and request assistance. Regular updates will be provided to keep everyone informed about the situation.

**Reunification:** The school will implement the parent or legal guardian-student reunification process to ensure that students are safely reunited with their families. This process includes verifying the identity of parents or legal guardians before releasing students to them.

**Post-Incident Review:** After the incident, the school will conduct a review to assess the effectiveness of the emergency response and make any necessary improvements to the plan.

### **Fire on School Grounds**

University Preparatory Academy (UPA) has established procedures to ensure the safety of students and staff in the event of a fire on campus. The plan includes the following steps:

**Immediate Response:** As soon as smoke or flames are detected, or when Building Fire/Life Systems are activated, the fire alarm is activated, and the incident commander/front office is informed.

**Evacuation:** Students and teachers immediately exit the classroom and proceed to the predetermined assembly area in an orderly fashion. They should not talk, push, run, or turn back. Teachers take their emergency response folders with class lists (rosters) to the designated area.

**Roll Call:** Teachers take roll call of students at the assembly area. Students remain quiet to hear further instructions if necessary. Teachers will hold a "Green" sign to show the administrator in charge that all students are present or a "Red" sign to inform the administration of missing/injured students or that they have a child from another class.

**Search and Rescue:** The Incident Commander and team collect the Emergency Drill Attendance Forms and account for every student and staff member. The Incident Commander coordinates with the Search and Rescue Team to locate any missing individuals.

**All-Clear Signal:** The Incident Commander will announce the "All-Clear" signal when it is safe for the students and staff to re-enter the building

### **Flooding**

University Preparatory Academy (UPA) has established procedures to ensure the safety of students and staff in the event of flooding. The plan includes the following steps:

**Immediate Response:** Upon noticing signs of flooding, the Incident Commander will activate the emergency alarm and notify all staff and students to prepare for possible evacuation.

**Evacuation Preparation:** Students and teachers will immediately prepare to exit the classroom and proceed to the predetermined assembly area in an orderly fashion. Teachers will take their emergency response folders, which include class rosters and emergency contact information.

**Evacuation:** If the flooding poses a direct threat to the school, students and staff will follow the predetermined evacuation routes to the designated assembly areas. Teachers will ensure that all students are accounted for and report any missing students to the Incident Commander.

**Communication:** The Incident Commander will communicate with local emergency services, including the fire department and police, to provide information about the flooding and request assistance. Regular updates will be provided to keep everyone informed about the situation.

**Reunification:** The school will implement the parent or legal guardian-student reunification process to ensure that students are safely reunited with their families. This process includes verifying the identity of parents or legal guardians before releasing students to them.

**Post-Incident Review:** After the incident, the school will conduct a review to assess the effectiveness of the emergency response and make any necessary improvements to the plan.

### **Loss or Failure Of Utilities**

University Preparatory Academy (UPA) has established procedures to ensure the safety of students and staff in the event of a loss of utilities, specifically electricity. The plan includes the following steps:

**Immediate Response:** Upon noticing a loss of electricity, the Incident Commander will activate the emergency alarm and notify all staff and students to stay calm and follow instructions.

**Evacuation of Rooms Without Windows:** All rooms without windows must be evacuated immediately. Students and staff in these rooms will follow the predetermined evacuation routes to the designated assembly areas. Teachers will take their emergency response folders, which include class rosters and emergency contact information.

**Attendance:** Once at the assembly areas, teachers will take attendance and report any missing students to the Incident Commander.

**Communication:** The Incident Commander will communicate with local utility services to provide information about the outage and request assistance. Regular updates will be provided to keep everyone informed about the situation.

**Reunification:** The school will implement the parent or legal guardian-student reunification process to ensure that students are safely reunited with their families. This process includes verifying the identity of parents or legal guardians before releasing students to them.

**Post-Incident Review:** After the incident, the school will conduct a review to assess the effectiveness of the emergency response and make any necessary improvements to the plan.

### **Motor Vehicle Crash**

University Preparatory Academy (UPA) has established procedures to ensure the safety of students and staff in the event of a motor vehicle crash. The plan includes the following steps:

**Immediate Response:** Upon noticing a motor vehicle crash, the Incident Commander will activate the emergency alarm and notify all staff and students to stay calm and follow instructions.

**Secure the Area:** Students and staff will remain inside their classrooms or buildings. Teachers will ensure that all doors and windows are closed and locked to prevent the situation from escalating.

**Communication:** The Incident Commander will communicate with local emergency services, including the fire department and police, to provide information about the crash and request assistance.

**First Aid:** First Aid Coordinators will provide medical assistance to any injured individuals. They will also coordinate with emergency medical services for further treatment if necessary.

**Evacuation:** If the crash poses a direct threat to the school, students and staff will follow the predetermined evacuation routes to the designated assembly areas. Teachers will ensure that all students are accounted for and report any missing students to the Incident Commander.

**Reunification:** The school will implement the parent or legal guardian-student reunification process to ensure that students are safely reunited with their families. This process includes verifying the identity of parents or legal guardians before releasing students to them.

**Post-Incident Review:** After the incident, the school will conduct a review to assess the effectiveness of the emergency response and make any necessary improvements to the plan.

### **Pandemic**

University Preparatory Academy (UPA) has established procedures to ensure the safety of students and staff in the event of a pandemic. The plan includes the following steps:

**Immediate Response:** Upon receiving information about a pandemic, the Incident Commander will activate the emergency response plan and notify all staff and students to stay calm and follow instructions.

**Health and Safety Measures:** Implement health and safety measures such as social distancing, wearing masks, and frequent handwashing. Ensure that all classrooms and common areas are regularly sanitized.

**Remote Learning:** Transition to remote learning platforms to ensure continuity of education. Teachers will deliver lessons, assign homework, and provide feedback to students online.

**Communication:** Maintain clear communication channels between teachers, students, and parents to keep everyone informed about instructional plans and health guidelines. Provide regular updates on the situation and any changes in response actions.

**Support Services:** Provide additional support services to students and families, including counseling services and technical assistance for remote learning. Ensure that students have access to the necessary technology and internet connectivity.

**Monitoring and Evaluation:** Continuously monitor the situation and evaluate the effectiveness of the response plan. Make necessary adjustments to ensure the safety and well-being of the school community.



## **Psychological Trauma**

University Preparatory Academy (UPA) has established procedures to ensure the safety and well-being of students and staff in the event of psychological trauma. The plan includes the following steps:

**Immediate Response:** Upon noticing signs of psychological trauma, the Incident Commander will activate the emergency response plan and notify all staff and students to stay calm and follow instructions.

**Provide Support:** Teachers and staff will provide immediate support to the affected individual(s). This includes offering a safe space, listening empathetically, and avoiding any actions that may exacerbate the trauma.

**Communication:** The Incident Commander will communicate with the school's counseling department to provide information about the incident and request assistance. Regular updates will be provided to keep everyone informed about the situation.

**Counseling Services:** The school's counseling department will provide counseling services to the affected individual(s). This includes individual counseling sessions, group therapy, and referrals to external mental health professionals if necessary.

**Parental Notification:** The school will notify the parents or legal guardians of the affected individual(s) about the incident and the support being provided. This includes providing information about available resources and encouraging parents or legal guardians to seek additional support if needed.

**Follow-Up:** The school's counseling department will conduct follow-up sessions with the affected individual(s) to monitor their progress and provide ongoing support. This includes regular check-ins and adjustments to the support plan as needed.

## **Suspected Contamination of Food or Water**

University Preparatory Academy (UPA) has established procedures to ensure the safety of students and staff in the event of contaminated food or water. The plan includes the following steps:

**Immediate Response:** Upon noticing signs of contamination, the Incident Commander will activate the emergency alarm and notify all staff and students to stop consuming food and water immediately.

**Secure the Area:** Students and staff will remain inside their classrooms or buildings. Teachers will ensure that all food and water sources are secured and not accessible to students.

**Communication:** The Incident Commander will communicate with local health authorities to provide information about the contamination and request assistance. Regular updates will be provided to keep everyone informed about the situation.

**Medical Assistance:** First Aid Coordinators will provide medical assistance to any individuals who may have consumed the contaminated food or water. They will also coordinate with emergency medical services for further treatment if necessary.

**Alternative Food and Water Sources:** The school will arrange for alternative food and water sources to be provided to students and staff. This may include bottled water and pre-packaged food items that are confirmed to be safe.

**Reunification:** The school will implement the parent or legal guardian-student reunification process to ensure that students are safely reunited with their families. This process includes verifying the identity of parents or legal guardians before releasing students to them.

**Post-Incident Review:** After the incident, the school will conduct a review to assess the effectiveness of the emergency response and make any necessary improvements to the plan.

## **Tactical Responses to Criminal Incidents**

University Preparatory Academy (UPA) has established comprehensive procedures to ensure the safety of students and staff in the event of criminal incidents. The plan includes the following stages:

**Pre-Incident:**

Be familiar with the process and employ situational awareness.

Establish clear guidelines for student behavior and an inclusive environment.

Establish a Conflict Resolution process and train staff on response procedures

**During an Active Incident:**

The administrator is to identify the Threat Level (low, medium, high) and Type of Threat (direct, indirect, veiled, conditional).

Secure the campus by a CODE BLUE, RUN, HIDE, DEFEND RESPONSE, or by simply making staff aware that an assessment is currently underway.

Inform the Executive Director and the Board Members.

Contact law enforcement and/or dial 911, follow Emergency Communication Protocol, initiate RUN, HIDE, DEFEND RESPONSE, evacuate campus, and notify parents or legal guardians as necessary

Post-Incident:

The administrator will continue/conclude the investigation by interviewing all witnesses separately and collecting evidence. Issue a Notification and Action Plan, document all actions in the Student Information Management System, and issue a Compliance Report and/or Additional Actions.

Create a Post-Incident Support Action Plan for the student, provide resources for family support, and set up student re-entry guidelines

### **Unlawful Demonstration or Walkout**

University Preparatory Academy (UPA) has established procedures to ensure the safety of students and staff in the event of an unlawful demonstration or walkout. The plan includes the following steps:

**Immediate Response:** Upon noticing an unlawful demonstration or walkout, the Incident Commander will activate the emergency alarm and notify all staff and students to stay calm and follow instructions.

**Secure the Area:** Students and staff will remain inside their classrooms or buildings. Teachers will ensure that all doors and windows are closed and locked to prevent the situation from escalating.

**Communication:** The Incident Commander will communicate with local law enforcement to provide information about the demonstration or walkout and request assistance.

**Monitor the Situation:** Staff will monitor the situation from a safe distance and provide updates to the Incident Commander. They will also ensure that students remain calm and follow instructions.

**Resolution:** Once law enforcement has resolved the situation and it is safe, the Incident Commander will announce the "All-Clear" signal. Normal activities can then resume.

Emergency Evacuation Map

## UNIVERSITY PREPARATORY ACADEMY CAMPUS MAP

