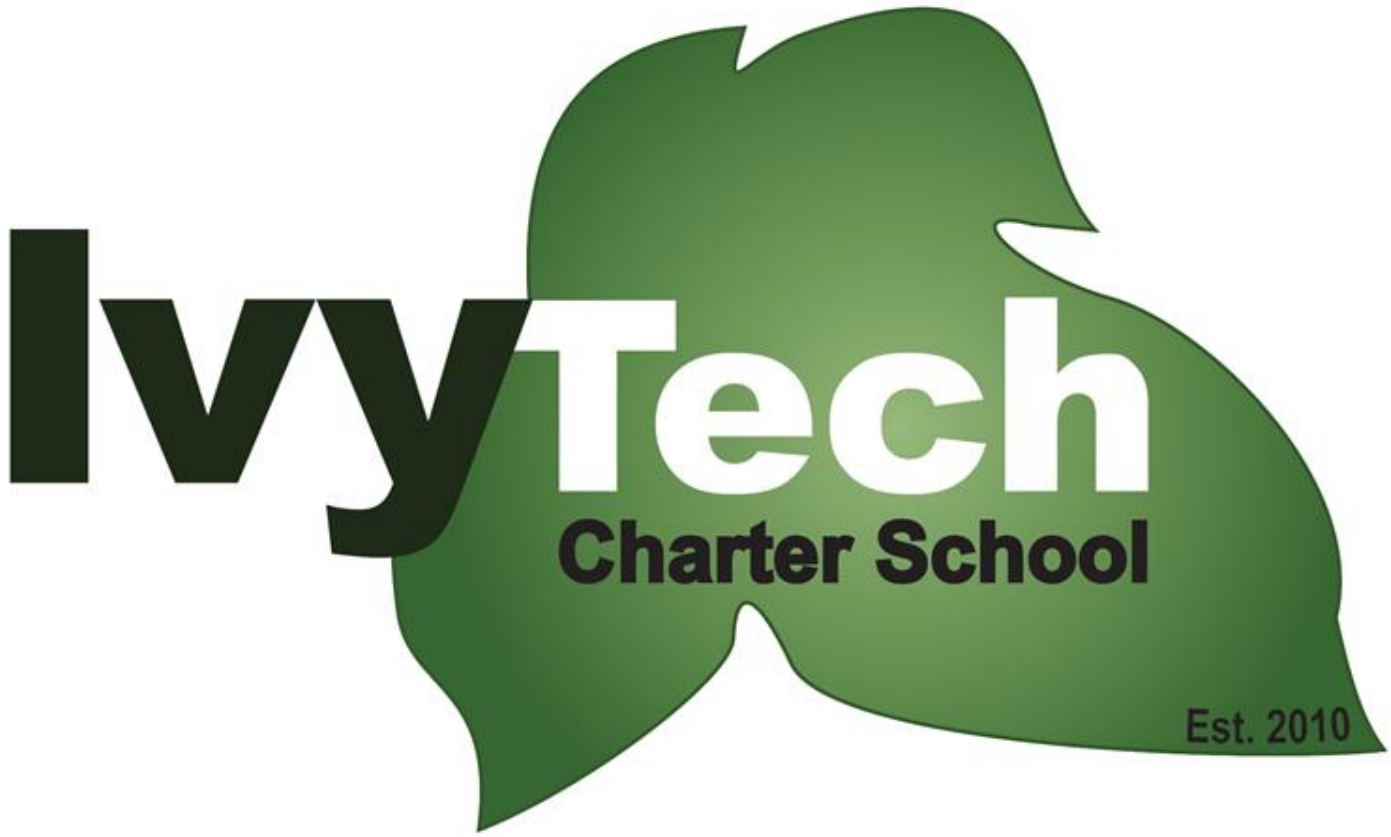
Comprehensive School Safety Plan

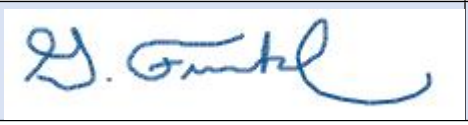


2025-26
School Year

School:	IvyTech Charter School
CDS Code:	CA 56 73940 0121426
District:	IvyTech Charter School
Address:	6591 Collins Dr, Ste E4 Moorpark
Date of Adoption:	2/17/26
Date of Update:	1/16/26
Date of Review:	
- with Staff	9/3/2025
- with Law Enforcement	9/3/2025

- with Fire Authority 9/3/2025

Approved by:

Name	Title	Signature	Date
Geoff Frankl	Director of Operations		2/9/26

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California Comprehensive School Safety Plan (CSSP) Overview

The California Comprehensive School Safety Plan (CSSP) is a **mandated framework for all K-12 schools in California**. This includes public schools, public charter schools, community schools, and court schools. For school districts with fewer than 2,501 students, a single district-wide safety plan may cover all schools.

Purpose: The CSSP is designed to **identify and address potential risks on campus, prepare for emergencies, and ensure a safe and secure learning environment** for students and staff. It also aims to prevent violence and behaviors that undermine safety and security. Designated stakeholders must annually engage in a systematic planning process to develop strategies and policies for a wide range of incidents, including:

- Emergencies, natural, and other disasters
- Hate crimes and violence
- Cyberbullying, discrimination, and harassment
- Child abuse and neglect
- Discipline, suspension, and expulsion

How to write your School Safety Plan

The CSSP must be **written and developed by the school site council (SSC)** or a designated safety planning committee. This committee typically includes the principal/designee, a teacher, a parent of a child attending the school, and a classified employee. It is also recommended to include students, mental health specialists, nurses, athletic coaches, multilingual community liaisons, food staff, custodians, local businesses, and nonprofits.

Key Elements and Procedures (Required Components): Your CSSP must include, but is not limited to, the following components:

- **Assessment of current school crime status** (reviewing office referrals, attendance, suspension/expulsion data, etc.).
- **Child abuse and neglect reporting procedures**, consistent with California Penal Code. This includes clear identification of child abuse/neglect signs and mandatory reporting obligations for all school/district employees and athletic coaches who have a "reasonable suspicion".
- **Disaster procedures**, routine and emergency plans, and crisis response plans, with adaptations for students with disabilities.
- **Earthquake emergency procedures**, including a school building disaster plan, a "drop" procedure practiced quarterly in elementary schools and semiannually in secondary schools, and protective measures.
- **Fire drills** (monthly for elementary/intermediate, twice yearly for secondary).
- **School building disaster plans** for situations like bomb threats, bioterrorism, intruders, weapons, explosions, gas/fumes, and power failures.
- Procedures allowing public agencies (e.g., American Red Cross) to **use school facilities for mass care and welfare shelters** during an emergency.
- **Suspension/expulsion policies and procedures**. Note that recent legislation (SB 274) prohibits suspensions and expulsions for willful defiance in K-12, with limited exceptions. Alternatives to suspension that focus on addressing root causes and improving behavioral and academic outcomes are encouraged.
- Procedures to **notify teachers of dangerous students**.
- **Discrimination and harassment policy**, including hate crime reporting procedures.
- **Schoolwide dress code**, if it exists, including prohibition of gang-related apparel.
- Procedures for **safe ingress and egress** of pupils, parents/guardians, and employees.
- Maintenance of a **safe and orderly learning environment**.
- **Rules and procedures on school discipline**.
- Procedures for **conducting tactical responses to criminal incidents**, including individuals with guns on school campuses and at school-related functions. Procedures for active shooters or other armed assailants should be based on specific needs and context. High-intensity drills are prohibited.
- Procedures to assess and respond to **dangerous, violent, or unlawful activity**.
- Procedures to respond to incidents involving **sudden cardiac arrest or other life-threatening medical emergencies** (required by July 1, 2025).
- A **protocol for opioid overdose** for grades 7-12.
- An **Instructional Continuity Plan** to provide instruction when in-person instruction is disrupted (required by July 1, 2025).

- Collaboration with **other school site councils or safety planning committees**.
- Annual access to the CDE's **online training resources for bullying and cyberbullying prevention** for certificated staff and all other school site employees who regularly interact with students. The CDE recommends including bullying/cyberbullying prevention policies in the CSSP.

Recommended Components and Best Practices:

- **Staff Training**: Ensure all staff receive proper training on the CSSP.
- **Collaboration with First Responders**: Annually consult with local law enforcement, fire departments, and other first responders when updating the CSSP, and notify them of any changes. Establishing strong connections before an emergency is crucial.
- **Community Input**: Present the safety plan goals at a **public meeting** at the school site to allow for public opinions before adopting the plan.
- **Clear Guidelines & Roles**: Include clear guidelines for roles and responsibilities of mental health professionals, athletic coaches, community intervention professionals, and school resource officers.
- **Age-Appropriate Protocols**: Design lockdown, shelter-in-place, and evacuation procedures, and conduct drills that are age-appropriate for students.
- **Youth Suicide Prevention Policy**: Include this policy in the CSSP.
- **Pandemic and COOP Plans**: Incorporate a Pandemic Influenza Checklist and Resources, a dedicated Pandemic Plan, and a Continuity of Operations Plan (COOP).
- **Plan Protection**: Implement physical security and cybersecurity measures to protect the sensitive information within your safety plan.
- **Diversity and Communication**: Ensure reunification plans are communicated to parents/guardians in languages they understand, and safety materials are available for limited English proficient families.
- **Ongoing Task and Leadership**: Designate a school site safety leader to work with the SSC/safety planning committee.
- **Student Participation**: Encourage active student participation in SSC or School Safety Committee meetings.
- **Crisis Response Box & Emergency Supplies**: Create a centralized crisis response box with critical resources (maps, keys, emergency cards) and an emergency supplies kit.
- **Regular Safety Assessments**: Conduct safety/security site assessments regularly and after critical incidents to identify vulnerabilities.
- **Threat Assessment Team**: Partner with your district to establish or enhance a Threat Assessment Team to identify, assess, and handle threats.
- **Substitute Teacher Awareness**: Ensure substitute teachers and classified staff receive briefings and materials on school safety procedures.
- **Safety Tools**: Consider using access control systems, security cameras, burglar and fire alarms, and effective communication systems.

Safety Plan Completion Timeline

Effective school safety planning is an **ongoing process**, requiring regular review and evaluation, especially after critical incidents.

1. **Annual Update and Adoption**: Each school is required by law to **update and adopt its CSSP by March 1 every year**.
2. **District/COE Approval**: The adopted plan must then be forwarded to the school district or County Office of Education (COE) for approval. While there's no specific deadline for approval, the CDE recommends approval within a month of school adoption or as soon as practical before October 15.
3. **Notification to CDE**: Each school district or COE must annually notify the California Department of Education (CDE) **by October 15** of any schools that have not complied with the requirements. Failure to make this required report can result in an assessment of up to $2,000 against the district or COE.
4. **Public Inspection**: An updated file of all non-sensitive safety-related plans and materials must be **readily available for inspection by the public** if requested.

A copy of the Comprehensive School Safety Plan is available for review at www.ivytechcharterschool.org.

Safety Plan Vision

IvyTech Charter School (ITCS) is committed to ensuring that students enrolled in this school, and all employees attend campuses that are safe and secure. ITCS believes that a beginning step toward safer schools is the development of a comprehensive plan for school safety. ITCS intends that parents, students, teachers, administrators, counselors, classified personnel, and community agencies

develop safe school plans, including local law enforcement. The school site committee will review these safe school plans on an annual basis and proposed changes will be submitted to the Board for approval.

Components of the Comprehensive School Safety Plan (EC 32281)

IvyTech Charter School Safety Committee

Principal: Adreanna Diaz and Director of Operations: Geoffrey Frankl

Assessment of School Safety

IvyTech is located in the Campus Park neighborhood of Moorpark, one of the safest areas of the city. In 2025, the city reported a total 287 crimes, 35 of which were violent, and the remainder were property crimes.(https://www.homesnacks.com/ca/moorpark-crime/) IvyTech has collaborated with local law enforcement agencies to conduct school site safety and security walkthroughs. The school has bolstered its resources and plans in case of emergency situations.

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

It is a priority of the administration and staff at ITCS that every student who attends our school will be provided with an environment in which the students not only feel physically safe, but that there is also a positive school climate in all activities both in and out of the classroom. Our administration and staff desire to provide an orderly, caring, and nondiscriminatory learning environment in which all students can feel comfortable and take pride in their school and their achievements.

Our administration encourages staff to teach students the meaning of equality, human dignity, and mutual respect, and to employ cooperative learning strategies that foster positive interactions in the classroom among students from diverse backgrounds. Students shall have opportunities to voice their concerns about school policies and practices and to share responsibility for solving problems that affect their school. Staff shall encourage and reward success and achievement, participation in community projects, and positive student conduct.

Our school promotes nonviolent resolution techniques in order to encourage attitudes and behaviors that foster harmonious relations. Staff shall receive training which implements and supports conflict resolution (California Education Code Sections 32230-32239, 35160, 35160.1, 44806). ITCS remains in compliance with existing laws related to school safety. This manual outlines several elements critical to maintaining a safe school environment.

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

Child abuse reporting law (Penal Code Section 11166) requires that any ITCS employee who has reason to believe that a child has been subjected to abuse, report the incident to the proper authorities. At ITCS, protecting children from child abuse is a major priority. Each year the Director sets aside time to meet with staff to discuss child abuse indicators and to remind teachers of the procedures to follow when abuse is suspected. Employees of ITCS are familiar with Penal Code Section 11166 and understand the requirement that certificated and classified personnel report suspected child abuse immediately or as soon as practically possible to the Director or to Children's Protective Services by telephone. They are
aware that a call must be followed within at least 36 hours by a written report to the child protective agency.

All employees are required to receive mandated reporter training and must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment. IvyTech Charter School will provide annual training on the mandated reporting requirements, using the online training modules that meet the requirements of the State Department of Social Services to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in county jail, or by a fine of one thousand dollars ($1,000), or by both imprisonment and fine.

All staff is aware of the location of a Child Abuse Information Folder that is kept on file in the school office and updated regularly. It includes informational literature, guidelines for recognizing abuse, and specific directions for reporting it. The determination as to who should be contacted will depend greatly upon the situation at hand. The Ventura County Sheriff's office will dispatch a unit to the school as soon as possible. Children's services may take much longer to respond. School personnel should always take into consideration the severity of the abuse and the extent to which the student's safety is at risk. If in doubt, it is better to err on the side of caution by calling the Ventura County Sheriff's office.

The requirements of school personnel and the identification and reporting of known or suspected child abuse to a protective agency is mandated by the State of California Penal Code. In fact, failure to do so on the part of school personnel could lead to penalties that might be imposed on these individuals. ITCS board policy is continually updated to reflect appropriate legislation.

Excerpts from the California Penal Code and ROA Board Policy are presented below.
From California Penal Code Section 11166
…any child care custodian, health practitioner, or employee of a child protective agency who has knowledge or observes a child in his or her professional capacity within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse shall report the known or suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof within 36 hours of receiving the information concerning the incident.

ITCS Board Policy – Child Abuse Prevention Programs
Recognizing that our responsibility to students includes the protection of their physical and mental well-being, the Governing Board desires to provide whatever opportunities or resources may be available for the prevention of child abuse.

The Board agrees with the Legislature that:
1. Child abuse and neglect is a severe and increasing problem in California.
2. School districts and preschools are able to provide an environment for training of children, parents, and all school district staff.
3. Primary prevention programs in the school districts are an effective and cost-efficient method of reducing the incidence of child abuse and neglect and for promoting healthy family environments.

Duty to Report
Certificated employees and classified employees trained in child abuse identification and reporting shall report known or suspected child abuse to a child protective agency by telephone immediately or as soon as practically possible and in writing within thirty-six (36)hours. The reporting duties are individual and cannot be delegated to another individual.

Definitions
1. "Child Abuse," as defined by law, pursuant to Penal Code 273 and 11165, and for purposes of this regulation includes the following:
a. Physical abuse resulting in a non-accidental physical injury.
b. Physical neglect, including both severe and general neglect, resulting in negligent treatment or maltreatment of a child.
c. Sexual abuse including both sexual assault and sexual exploitation.
d. Emotional abuse and emotional deprivation including willful cruelty or unjustifiable punishment.
e. Severe corporal punishment.

2. "Mandated Reporters" are those people defined by law as "child care custodian," "medical practitioners" and non-medical practitioners" and include virtually all school employees. The following school personnel are required to report:
Teachers, administrators, supervisors of child welfare and attendance, certificated pupil personnel employees, employees of a child care institution, head start teachers, school psychologists, licensed nurses, counselors, presenters of child abuse prevention programs and those instructional aides or other classified employees trained in child abuse reporting.

3. "Child Protective Agencies" are those law enforcement and child protective services responsible for investigating child abuse reports, including the local police or sheriff department, county welfare or juvenile probation department and child protective services.

4. “Reasonable Suspicion” means that it is objectively reasonable for a person to entertain such a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse. (California Penal Code 11166)

Reporting Procedures
1. To report known or suspected child abuse, any employee (as defined above) shall report by telephone to the local child protective agency. The telephone report must be made immediately, or as soon as practically possible, upon suspicion. The verbal report will include:
a. The name of the person making the report.
b. The name of the child.
c. The present location of the child.
d. The nature and extent of any injury.
e. Any other information requested by the child protective agency, including the information that led the mandated reporter to suspect child abuse. At the time the verbal report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

2. Within thirty-six (36) hours of making the telephone report, the mandated reporter will complete and mail a written report to the local child protective agency. The written report shall include completion of the required standard Department of Justice form (DOJ SS 8572). The mandated reporter may request and receive copies of the appropriate form either from the school district or directly from the local child protective agency. Detailed instructions for completion of the form are on the back sheet of the form. Reporters may request assistance from the site administrator in completing and mailing the form; however, the mandated reporter is still responsible for ensuring that the written report is correctly filed.

3. Employees reporting child abuse to a child protective agency are encouraged, but not required, to notify the site administrator or designee as soon as possible after the initial verbal report by telephone. Administrators so notified shall provide the mandated reporter with any assistance necessary to ensure that the verbal or written reporting procedures are carried out according to state law and district regulations. If requested by the mandated reporter, the Director or Principal may assist in the completion and filing of these forms.

Legal Responsibility and Liability
1. Mandated reporters have absolute immunity. School employees required to report are not civilly or criminally liable for filing a required or authorized report of known or suspected child abuse.

2. A mandated reporter who fails to report an instance of child abuse, which he/she knows to exist or reasonably should know to exist, is guilty of a misdemeanor and is punishable by confinement in jail for a term not to exceed six (6) months or by a fine of not more than one thousand dollars ($1,000) or both. The mandated reporter may also be held civilly liable for damages for any injury to the child after a failure to report.

3. When two (2) or more persons who are required to report jointly, have knowledge of suspected instance of child abuse, and when there is agreement, and a single report may be made and signed by the person selected. However, if any person who knows or should know that the person designated to report failed to do so, that person then has a duty to make the report.

4. The duty to report child abuse is an individual duty and no supervisor or administrator may impede or inhibit such reporting duties. Furthermore, no person making such a report shall be subject to any sanction.

Release of Child to Peace Officer
When a child is released to a peace officer and taken into custody as a victim of suspected child abuse, the Director shall not notify the parent or guardian as required in other instances of removal of a child from school, but rather shall provide the peace officer with the address and telephone number of the child’s parent or guardian. It is the responsibility of the peace officer to notify the parent or guardian of the situation. Peace officers will be asked to sign an appropriate release or acceptance of responsibility form (cf. 5145.11 – Questioning and Apprehension).

When School Employees are Accused of Child Abuse
Regardless of who child abusers may be, the major responsibilities of mandated reporters are to (1) identify incidents of suspected

child abuse, and (2) comply with laws requiring reporting of suspected abuse to the proper authorities. Determining whether or not the suspected abuse actually occurred is not the responsibility of the school employee. Such determination and follow-up investigation will be made by a child protective agency.

Parent/guardians or members of the public accusing school employees of child abuse should be made aware of the ramifications of making false reports and should be provided with information regarding child abuse and child abuse reporting.

Pending the outcome of an investigation by a child protective agency and prior to the filing of formal charges, the employee may be subject to reassignment or a paid leave of absence.

Disciplinary action resulting from the filing of formal charges or upon conviction shall be in accordance with district policies, regulations and/or collective bargaining agreements. The Director, Principal, or designee should consult with legal counsel in implementing either suspension or dismissal.

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

Disaster Plan

In the event of an emergency or disaster, the Director, Principal or designee shall implement emergency response actions including:
*Activating the school emergency response team
*Coordinating communication with emergency services
*Ensuring student supervision and safety
*Accounting for all students and staff
*Initiating evacuation, lockdown, or shelter-in-place procedures as appropriate
*Communicating with families through established notification systems
*Establishing reunification procedures if students are released to guardians

Emergency Drills and Training
The School shall conduct required emergency drills and preparedness activities in accordance with state law, including:
*Fire drills
*Earthquake drills
*Lockdown or intruder response drills
*Staff shall receive training on emergency roles, communication protocols, and disaster response expectations.

Emergency Supplies and Resources
The School shall maintain emergency supplies and equipment necessary to support disaster response, which may include:
*First aid kits
*Emergency food and water
*Communication tools
*Student release forms
*Personal protective equipment
*Supplies will be checked regularly and replenished as needed.

Reunification Procedure
Students shall be moved to a supervised holding area where:
*Attendance is taken immediately
*Students remain under staff supervision
*Students are not released directly from classrooms or assembly areas
*Staff provide emotional support and maintain calm
*Students requiring medical care or disability-related accommodations will receive appropriate support.

When reunification is activated, the School will notify families through available communication systems, such as:
*Automated calls/text messages
*Email notifications

*School website postings
*Emergency communication platform (ParentSquare)

Notifications will include:
*Reunification site location
*Required identification for pickup
*Instructions not to call classrooms or bypass procedures

Students may only be released to:
*A parent or legal guardian, or
*An adult listed as an authorized emergency contact in school records

The adult must present:
*Government-issued photo identification - No student shall be released to an unauthorized individual, even in high-pressure circumstances.

Continuity and Recovery
Following an emergency or disaster, the School shall take appropriate recovery actions, which may include:
*Mental health and counseling supports
*Facility safety inspections
*Communication with families and staff
*Coordination with charter authorizer and local agencies
*Restoration of instructional services as soon as feasible

Adaptations for Students with Disabilities

Accessible Emergency Response for All Students
The School shall ensure that emergency procedures, drills, evacuation routes, and reunification processes are accessible to students with disabilities and students with individualized needs.
*Emergency procedures apply to all students, including those with disabilities
*The school will provide reasonable accommodations during drills and actual emergencies
*Students will not be excluded from emergency participation due to disability-related needs

Emergency communications shall be provided in accessible formats for students with hearing, vision, speech, or cognitive disabilities. Staff will provide appropriate behavioral and emotional supports to students whose disabilities may affect their ability to respond safely during emergencies. The School shall ensure continuity of care for students with medical needs, including access to required medications and equipment during emergencies.

Emergency accommodations may be documented in a student's IEP, Section 504 Plan, or health plan as appropriate and may include disability-related emergency needs such as:
*Mobility support
*Medical devices
*Communication assistance
*Supervision requirements
*Accessible evacuation routes
*Modified reunification plan

Public Agency Use of School Buildings for Emergency Shelters

If a disaster occurs in Ventura County, IvyTech will grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. IvyTech will cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs. If school is not in session, our schools may be used by the American Red Cross to shelter community members. In some cases, there may be a need to open a small portion of the school to the American Red Cross to shelter community members while school is in session or while the school is sheltering students.

When an emergency situation occurs requiring students to stay overnight at school, IvyTech plans to house, care for and supervise students until parents/guardians or pre-designated emergency contacts are able to pick up their children. If an overnight stay is required, an attempt will be made to move students to the nearest designated shelter school. This may be done on foot or by bus.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Part 1: Definitions

- Suspension from school means the removal of a student from ongoing instruction for adjustment purposes.

However, "suspension" does not mean any of the following:
1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the governing board for pupils of the same grade level.
2. Referral to a certificated employee designated by the Director or Principal to advise students.
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the pupil to the Director/Principal as provided in the California Education Code, Section 48910.
Removal from a particular class shall not occur more than once every five school days.

- Expulsion means removal of a student from the immediate supervision and control, or the general supervision, of school personnel.
- Day means a calendar day unless otherwise specifically provided.
- School day means a day upon which the schools of the district are in session or weekdays during summer recess.
- Student includes a student's parent/guardian or legal counsel.
- Director/Principal means any one or more administrators or, if there is not a second administrator at one school site, a certificated person specifically designated by the Director, in writing, to assist with disciplinary procedures.

Part 2: Notice of Regulations
At the beginning of each school year, the Director/Principal shall ensure that all students and parents/guardians are notified, in writing, of all school rules related to discipline, suspension, and expulsion. Transfer students and their parents/guardians shall be notified at the time of enrollment. Notification shall include information about the availability of individual school rules and all district policies and regulations pertaining to student discipline.

Part 3: Grounds for Suspension and Expulsion
Students may be subject to suspension or expulsion for committing any of the acts listed below:
1. Caused, attempted to cause or threatened to cause physical injury to another person.
2. Possessed sold, or otherwise furnished any firearm, knife, explosive, or other kinds of dangerous object. Unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director/Principal's concurrence.
3. Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of, any controlled substance listed in the California Health and Safety Code, Section 11053-11058, alcoholic beverage, or an intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance listed as defined in Health and Safety Code, Section 11053-11058, an alcoholic beverage, or an intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as a controlled substance, alcoholic beverage, or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stole or attempted to steal school property or private property.
8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This restriction shall not prohibit a student from using or possessing his/her own prescription products.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

12. Knowingly received stolen school property or private property.
13. 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.
14. 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.
15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that student from being a witness or retaliating against that student for being a witness, or both.
16. Committed sexual harassment as defined in Education Code 212.5.
17. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 33032.5.
18. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonable expected effect of materially disrupting classwork, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment.

A student may be suspended or expelled for any of the acts listed above if the act is related to school activity or school attendance occurring at any district school or within any other school district, including but not limited to the following circumstances:
1. While on school grounds.
2. While going to or coming from school.
3. During lunch period.
4. During, going to, or coming from a school-sponsored activity

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

Part 4: Removal from Class by a Teacher/Parental Attendance

- A teacher may suspend any student from his/her class, for the day of suspension and the next day for any act listed in "Grounds for Suspension and Expulsion" above.
- A teacher also may refer a student to the Director/Principal for consideration of suspension from school.
- When removing a student from his/her class, the teacher shall immediately report this action to the Director/Principal and send the student to the Director/Principal for appropriate action. The student shall be appropriately supervised during the class periods from which he/she has been suspended.
- As soon as possible, the teacher shall ask the student's parent/guardian to attend a parent-teacher conference regarding the suspension. A counselor or psychologist should attend the conference if it is practicable. A school administrator may attend the conference if either the parent/guardian or teacher so requests.
- A student removed from class shall not be returned to class during the period of suspension without the approval of the teacher of the class and the Director/Principal.
- A student removed from class shall not be placed in another regular class during the period of suspension. However, if a student is assigned to more than one class per day, he/she may be placed in any other regular classes except those held at the same time as the class from which the student was suspended.
- The teacher of any class from which a student is removed may require the suspended student to complete any assignments and tests missed during the suspension.

This notice shall also:
1. Inform the parent/guardian when his/her presence is expected and by what means he/she may arrange an alternative date.
2. Describe the legal protections afforded to the parent/guardian as an employee under Labor Code 230.7.
3. Ask the parent/guardian to meet with the Director/Principal after the visit and before leaving school, as required by Education Code 48900.1.

Part 5: Suspension by the Director/Principal
The Director/Principal may suspend a student from a school for not more than five consecutive school days unless the suspension is extended pending expulsion.
The Director/Principal shall immediately suspend any student found at school or at a school activity to be:
1. Possessing, as verified by a district employee, or selling or otherwise furnishing a firearm, unless the student has obtained prior written permission to possess the item from a certificated school employee, with the Director /Principal's concurrence.

2. Brandishing a knife, as defined in Education Code 48915(g), at another person.
3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058.
4. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in item #14 under "Grounds for Suspension and Expulsion" above.

Suspension also may be imposed upon a first offense if the Director or designee determines the student violated items (1)-(5) listed in "Grounds for Suspension and Expulsion" above or if the student's presence causes
danger to persons or property or threatens to disrupt the instructional process.

A student may be suspended from school for not more than 20 school days in any school year unless for purposes of adjustment a student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion.

Procedure:
1. Informal Conference
Suspension shall be preceded by an informal conference conducted by the Director designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the Director/Principal. At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him/her; the student shall be given the opportunity to present his/her version and evidence in support of his/her defense. This conference may be omitted if the Director/Principal 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/guardian and student shall be notified of the student's right to return to school for the purpose of a conference. The conference shall be held within two school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such a case, the conference will be held as soon as the student is physically able to return to school.

2. Administrative Actions
All requests for student suspension are to be processed by the Directo/Principal of the school in which the student is enrolled at the time of the
misbehavior.

3. Notice to Parents/Guardians
At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. This notice shall state the reasons for suspension and the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may also add that state law requires the parent/guardian to respond to such requests without delay.

4. Parent/Guardian Conference
Whenever a student is suspended, school officials may meet with the parent/guardian to discuss the causes and duration of the suspension, the school policy involved, and any other pertinent matters. While the parent/guardian is required to respond without delay to a request for a conference about a student's behavior, no penalties may be imposed on the student for the failure of the parent/guardian to attend such conference. The student may not be denied readmission solely because the parent/guardian failed to attend.

5. Extension of Suspension
If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from a continuation school, the Director/Principal may, in writing, extend the suspension until such time as the Board has made a decision. Any extension of the original period of suspension shall be preceded by a notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension. Extension of the suspension may be made only if the Director/Principal determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process.

Part 6: Suspension by the Board
The Board may suspend a student for any of the acts listed in "Grounds for Suspension and Expulsion" above and within the limits specified in "Suspension by the Director/Principal" above.
The Board may suspend a student enrolled in a continuation school or class for a period not longer than the remainder of the semester if any of the acts enumerated in Education Code 48900 occurred. The suspension shall meet the requirements of Education Code 48915.
When the Board is considering a suspension, disciplinary action, or any other action (except expulsion) against any student, it may hold closed sessions if a public hearing would lead to disclosure of information which would violate a student's right to privacy under Education Code 49073-49079. The Board shall provide the student and his/her parent/guardian with written notice of the closed session by registered or certified mail. Upon receiving this notice, the student or parent/guardian may request a public meeting, and this request shall be granted if made in writing within 48 hours after receipt of the Board's notice. However, any discussion that conflicts with any other student's right to privacy still shall be held in closed session.

Part 7: On-Campus Suspension Program
Students for whom an action to expel has not been initiated and who pose no imminent danger or threat to the school, students or staff may be assigned to a separate, supervised suspension classroom for the entire period of suspension. The following conditions shall apply:
1. The supervised suspension classroom shall be staffed in accordance with the law.
2. The student shall have access to appropriate counseling services.
3. The supervised suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension.
4. Each student shall be responsible for contacting his/her teacher(s) to receive assignments to be completed in the supervised suspension classroom. The teacher shall provide all assignments and tests that the student will miss while suspended. If no such work is assigned, the person supervising the suspension classroom shall assign schoolwork.
At the time a student is assigned to a supervised suspension classroom, the Director/Principal shall notify the student's parent/guardian in person or by telephone. When the assignment is for longer than one class period, this notification shall be made in writing.

Part 8: Authority to Expel
A student may be expelled only by the Board. The Board shall expel, as required by law, any student found to have committed certain offenses listed below under "Mandatory Recommendation and Mandatory Expulsion."
The Board also may order a student expelled for any of the acts listed above under "Grounds for Suspension and Expulsion" upon recommendation by the Director/Principal, hearing officer or administrative panel, based on finding either or both of the following:
1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

Part 9: Student's Right to Expulsion Hearing
- The student is entitled to a hearing to determine whether the student should be expelled.
- The hearing shall be held within 30 school days after the Director/Principal determines that one of the acts listed under "Grounds for Suspension and Expulsion" has occurred.
- The student is entitled to one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion.

If the Board finds it impracticable to comply with these time requirements for conducting an expulsion hearing, the Director/Principal may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held.
Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay.

Part 10: Rights of Complaining Witness
An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental or emotional needs of a student who is the complaining witness.

Whenever the Director/Principal recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, he/she shall give the complaining witness a copy of the district's suspension and expulsion policy and regulation and shall advise the

witness of his/her right to all the following:
1. Receive five days notice of his/her scheduled testimony at the hearing.
2. Have up to two adult support persons of his/her choosing present in the hearing at the time he/she testifies.
3. Have a closed hearing during the time he/she testifies.

Whenever any allegation of sexual assault or sexual battery is made, the Director/Principal shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending.

Part 11: Written Notice of the Expulsion Hearing
Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten calendar days before the date of the hearing. The notice shall include:
1. The date and place of the hearing.
2. A statement of the specific facts and charges upon which the proposed expulsion is based.
3. A copy of district disciplinary rules which relate to the alleged violation.
4. Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment. This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a).
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel.
6. The right to inspect and obtain copies of all documents to be used at the hearing.
7. The opportunity to confront and question all witnesses who testify at the hearing.
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses.

Part 12: Conduct of Expulsion Hearing
1. Closed Session:
Notwithstanding the provisions of Government Code 54953 and Education Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such request is made, the meeting shall be public unless another student's privacy rights would be violated. Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to determine if the student should be expelled. If the Board admits any other person to the closed session, the parent/guardian, the student, and the counsel of the student shall also be allowed to attend the closed session. If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to have his/her testimony heard in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including but not limited to videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television.

2. 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 written and complete transcription of the proceedings can be made.

3. Presentation of Evidence:
While technical rules of evidence do not apply to such 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. The decision of the Board to expel must be supported by substantial evidence that the student committed any of the acts listed in "Grounds for Suspension and Expulsion." Findings of fact shall be based solely on the evidence at the hearing. While no evidence shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of harm. In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

4. Testimony by Complaining Witnesses:
The following shall be observed when hearings involve allegations of sexual assault or sexual battery by a student:
a. Any complaining witness shall be given five days notice before being called to testify.
b. Any complaining witness shall be entitled to have up to two adult support persons, including but not limited to a parent/guardian

or legal counsel, present during his/her testimony.
c. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.
d. The person presiding over the hearing may remove a support person who he/she finds disrupting the hearing.
e. If one or both support persons are also witnesses, the hearing shall be conducted according to Penal Code 868.5.
f. Evidence of specific instances or prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary
circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.
g. In order to facilitate a free and accurate statement of the experience of the complaining witness and to prevent discouragement of complaints, ITCS shall provide a nonthreatening environment.
(1) ITCS shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.
(2) At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which he/she may leave the hearing room.
(3) The person conducting the hearing may:
(a) Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness.
(b) Limit the time for taking the testimony of a complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
(c) Permit one of the support persons to accompany the complaining witness to the witness stand.

5. Decision Within Ten Days:
The Board's decision on whether to expel a student shall be made within 10 school days after the conclusion of the hearing unless the student requests in writing that the decision be postponed.

6. Decision Within 40 Days:
If the Board does not meet on a weekly basis, its decision on whether to expel a student shall be made within 40 days after the student is removed from his/her school of attendance, unless the student requests, in writing, that the decision be postponed.

Part 13: Alternative Expulsion Hearing: Hearing Officer or Administrative Panel
Instead of conducting an expulsion hearing itself, the Board may contract with the county hearing officer, or with the Office of Administrative Hearings of the State of California for a hearing officer. Alternatively, the Board may appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled. A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures as apply to a hearing conducted by the Board as specified above in "Conduct of Expulsion Hearing."

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion to the Board. If expulsion is not recommended, the student shall be immediately reinstated. (See "Final Action by the Board" below.)

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Board may accept the recommendation based either upon a review of the finding of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order. The hearing officer or administrative panel may recommend that the Board suspend the expulsion for a period of one year. (See "Suspension of Expulsion" below.) The Board shall make its decision about the student's expulsion within 40 school days after the date of the student's removal from school unless the student requests in writing that the decision be postponed.

Part 14: Final Action by the Board
Whether the expulsion hearing is conducted in closed or public session by the Board, a hearing officer, or an administrative panel, the final action to expel must be taken by the Board at a public meeting.
When the Board accepts a recommendation against expulsion or decides after the hearing not to expel, this decision if final and the student shall be reinstated immediately. The Director/Principal shall place the student in any classroom program, other instructional program, rehabilitation program, or any combination of such programs after consulting with district personnel, including the teacher

involved, and with the student's parent/guardian.

Upon ordering the expulsion, the Board shall set a date, no later than the last day of the semester following the semester in which the expulsion occurred, when the student may apply for readmission to a school within the district.
1. Periodic review as well as assessment of the student at the time of review for readmission.
2. Recommendation for improved academic performance, tutoring, special education assessments, job training, counseling, community service, and other rehabilitative programs.
With parental consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school.

Part 15: Written Notice to Expel
The Director/Principal shall send written notice of the decision to expel to the student or parent/guardian.
This notice shall include the following:
1. The fact that a description of readmission procedures will be made available to the student and his/her parent/guardian.
2. Notice of the right to appeal the expulsion to the County Board of Education.
3. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1.
4. Notice of the alternative educational placements available to the student during the time of expulsion.

Part 16: Suspension of Enforcement of the Expulsion
The Board, upon voting to expel a student, may suspend the enforcement of the expulsion order for not more than one calendar year.
When deciding whether to suspend the enforcement of an expulsion, the Board shall take into account the following criteria:
1. The student's pattern of behavior.
2. The seriousness of the misconduct.
3. The student's attitude toward the misconduct and his/her willingness to follow a rehabilitation program.

In cases of mandatory expulsion, the enforcement of an expulsion order shall not be suspended.

The suspension of the enforcement of an expulsion shall be governed by the following:
1. The Board may, as a condition of the suspension of enforcement, assign the student to a school, class or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program.

2. During the period when enforcement of the expulsion order is suspended, the student shall be on a probationary status.

3. The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion" above or violates any of the district's rules and regulations governing student conduct.

4. When the suspension of expulsion order is revoked, a student may be expelled under the terms of the original expulsion order.

5. Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings.

6. Suspension of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board of Education.

7. The Director/Principal shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall also inform the parent/guardian of the right to appeal the expulsion to the County Board.

Part 17: Right to Appeal
The student or parent/guardian is entitled to file an appeal of the Board's decision to the County Board of Education. The appeal

must be filed within 30 days of the Board's decision to expel, even if the expulsion action is suspended and the student is placed on probation.

Part 18: Post-Expulsion Assignments
The Board shall refer expelled students to a program of study that meets all the following conditions:
1. Is appropriately prepared to accommodate students who exhibit discipline problems.
2. Is not provided at a comprehensive middle, junior or senior high school, unless the program is offered at a community day school established at such a site.
3. Is not housed at the school site attended by the student at the time of suspension.

When the placement described above is not available, and when the County Superintendent of Schools so certifies, students expelled for acts described in items #6 through #15 under "Grounds for Suspension and Expulsion" may be instead referred to a program of study that is provided at another comprehensive middle. junior, or senior high school, or at an elementary school.

Part 19: Readmission After Expulsion
Readmission procedures shall be as follows:
1. On the date set by the Board when it is ordered the expulsion. The district shall consider readmission of the student.

2. The Director/Principal shall hold a conference with the parent/guardian and the student. At the conference the conditions for readmission shall be reviewed. The Director/Principal shall verify that these conditions have been met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.

3. The Director/Principal shall transmit the request for readmission to the Board, along with his/her recommendation. The Board shall consider the request in closed session if information would be disclosed in violation of Education Code 49073-49079. If a written request for open session is received from the parent/guardian or adult student, it shall be honored.

4. If the readmission is granted, the Director or designee shall notify the student and parent/guardian by registered mail, of the Board's decision regarding readmission.

5. The Board may deny readmission if it finds that the student had not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees.

6. If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school.

7. The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district.

Part 20: Maintenance of Records
The Board shall maintain a record of each expulsion, including the cause of the expulsion. The expulsion record shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls, within five days of a written request by the admitting school.
The Director/Principal shall, within five working days, honor any other district's request for information about an expulsion from this district.

Part 21: Notifications to Law Enforcement Authorities
Prior to the suspension or expulsion of any student, the school Director or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. The Director/Principal also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance or possession of weapons or firearms in violation of Penal Code 626.9 and 626.10.

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

When the school becomes aware of a student who may pose a danger to the staff and other students, the information is immediately shared with the teachers, special education personnel, principal, office staff, and, if necessary, local law enforcement. A plan of action, including appropriate counsel and/or disciplinary procedures, are prepared and implemented.

Teachers are notified at weekly staff meetings of the dangerous pupil. Teachers are able to communicate with the Assistant Director of Student Services for more information.

The teachers of any and all students who have committed any disciplinary acts outside of school, involving the police and/or juvenile justice system will be informed by the Principal that there is information on a student (student will be named), and can be obtained/viewed at the office. As directed in EC 49079, teachers who have students that have engaged in acts described in EC 48900, need to be informed of such.
Teachers are prompted that a student was suspended when the teacher attempts to record the student's attendance and the code for suspension has already been entered by the school office.

The cumulative file for new students to ITCS Programs will be reviewed when it arrives at the student's new school site in order to gather background information on the new student. Instructional Staff will be alerted with new information regarding suspensions or expulsions from the previous three years of the new student.
EC 49079:
(a) A school district shall inform the teacher of each pupil who has engaged in or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.
(b) A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.
(c) An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision (a) is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars ($1,000), or both.
(d) Information shall be provided from the previous three school years.
(e) Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.
(Amended by Stats. 2000, Ch. 345, Sec. 2. Effective January 1, 2001.)

School Visiting Procedures-Presence of a Registered Sex Offender on Campus - EC 51101; PC 290 & 626.81

Parents/guardians, including those who are required to register as sex offenders, have a prescribed right to be involved in the education of their children. Any person who is required to register as a sex offender pursuant to Penal Code 290, including a parent/guardian of an ITCS student, shall only enter upon school grounds for lawful business and after obtaining written permission from the Superintendent or Principal/Director. As necessary, the site administrator shall consult with local law enforcement authorities and/or legal counsel before allowing the presence of any such person at school or other school activity. The site administrator also shall report to the Superintendent or designee anytime he/she gives such written permission. The principal shall indicate on the written permission the date(s) and times for which permission has been granted.

Any person required to register as a sex offender pursuant to Penal Code 290, including parent/guardians, shall only enter upon school premises for lawful business and after obtaining written permission from the Superintendent, site administrator, or designee (Penal Code 626.81). The County Superintendent, site administrator, or designee shall make the determination regarding whether to grant access, for what purpose, and the duration of such access, based upon available information and upon consultation with local law enforcement authorities or legal counsel, if necessary. If a registered sex offender is granted written permission and has lawful

business to enter upon school premises, he/she shall be accompanied by the site administrator or designee at all times while on school grounds.

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

ITCS is committed to providing a work and educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); the Age Discrimination in Employment Act of 1967; The Age Discrimination Act of 1975; the IDEIA; and Section 504 and Title II of the ADA (mental or physical disability). The school prohibits discrimination, harassment, intimidation and bullying based on actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, religious affiliation, sexual orientation, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code. For the purposes of this policy, discrimination is different treatment on the basis of a protected category (listed above) in the context of an educational program or activity without a legitimate nondiscriminatory reason and interferes with or limits the individual's ability to participate in or benefit from the services, activities, or privileges provided by the school.

Harassment occurs when: (1) the target is subjected to unwelcome conduct related to a protected category; (2) the harassment is both subjectively offensive to the target and would be offensive to a reasonable person of the same age and characteristics under the same circumstances; and (3) the harassment is sufficiently severe, pervasive, or persistent so as to interfere with or limit an individual's ability to participate in or benefit from the services, activities, or opportunities offered by the school.

ITCS adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA").

ITCS also prohibits sexual harassment, including cybersexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. ITCS does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cybersexual bullying, by any employee, independent contractor or other people with which ITCS does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. ITCS will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the ITCS Assistant Director of Operations, Geoff Frankl (805) 222-5188.

SEXUAL HARASSMENT POLICY- GENERAL INFORMATION
ITCS is committed to providing a working and learning environment free from sexual harassment. The Board prohibits sexual harassment of any student by another student, an employee or other person, at school or at a school-sponsored activity. All personnel are aware of the mandates from the State of California, the California Department of Education, and the Board of Education of IvyTech Charter School and fully support them.

All personnel have received instruction regarding the recognition, prevention, and reporting of acts of sexual harassment. It is important that parents understand the provisions regarding sexual harassment and, in particular, student-to-student harassment. In recent years, this area of sexual harassment has been more clearly delineated in federal and state legislation as well as in out District's policies.

Sexual harassment, of or by employees or students, is a form of sex discrimination in that it constitutes differential treatment on the basis of actual or perceived sex, sexual orientation, gender, gender identity or gender expression. For that reason, it is a violation of state and federal laws. Any student who engages in sexual harassment of anyone at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action.

SEXUAL HARASSMENT POLICY- ALL PERSONNEL
The Governing Board prohibits sexual harassment in the working environment of district employees or applicants by any person in any form.

Employees who permit or engage in such harassment may be subject to disciplinary action up to and including dismissal.

Any employee or applicant for employment who feels that he/she or another individual in the district is being sexually harassed should immediately contact his/her supervisor, Director, other district administrator, or the Superintendent or designee in order to obtain procedures for reporting a complaint.

Any supervisor who receives a harassment complaint shall notify the Superintendent or designee, who shall ensure that the complaint is appropriately investigated.

The district prohibits retaliatory behavior against any complainant or any participant in the complaint process. Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned.

Sexual harassment is defined by Education Code Section 212.5 as any unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature made by someone from or in the work or educational setting, under any of the following conditions:

- Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress.
- Submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual.
- The conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or of creating an intimidating, hostile, or offensive working or educational environment, or of adversely affecting the student or employee's performance, evaluation, advancement, assigned duties, or any other condition of education, employment or career development.
- Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

Types of conduct that are prohibited at ITCS, and may constitute sexual harassment, include, but are not limited to:
Unwelcome leering, sexual flirtations or propositions
Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions
Graphic verbal comments about an individual's body or over personal conversation
Sexual jokes, stories, drawings, pictures or gestures
Spreading sexual rumors
Touching an individual's body or clothes in a sexual way
Touching or showing private body parts
Purposefully cornering or blocking of normal movements
Displaying sexually-suggestive objects in the educational or work environment
Any act of retaliation against an individual who reports a violation of the district/school's sexual harassment policy or who participates in the investigation of a sexual harassment

The Director or designee has the responsibility of maintaining an educational and work environment free of sexual harassment. This responsibility includes and/or discussing the district's sexual harassment policy with his/her students and/or employees and assuring them that they are not required to endure sexually insulting, degrading, or exploitive treatment or any other form of sexual harassment.

Notifications
A copy of the district's policy on Harassment in Employment shall:
1. Be displayed in a prominent location near each school Director's office.
2. Be provided to each faculty member, all members of the support staff at the beginning of the first quarter or semester of the school year, or whenever a new employee is hired.

All employees shall receive either a copy of information sheets prepared by the California Department of Fair Employment and Housing or a copy of district information sheets that contain, at a minimum, components on:
1. The illegality of sexual harassment.
2. The definition of sexual harassment under applicable state and federal law.
3. A description of sexual harassment with examples.
4. The district's complaint process available to the employee.
5. The legal remedies and complaint process available through the Fair Employment and Housing Department and Commission.
6. Direction on how to contact the Fair Employment and Housing Department and Commission.

SEXUAL HARASSMENT- STUDENTS
The Governing Board prohibits unlawful sexual harassment of or by any student by anyone in or from the district.

Teachers shall discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of sexual harassment.

Any student who engages in the sexual harassment of anyone in or from the district may be subject to disciplinary action up to and including expulsion.

Any employee who permits or engages in sexual harassment may be subject to disciplinary action up to and including dismissal.

The Board expects students or staff to immediately report incidents of sexual harassment to the Director or designee or to another district administrator.

Any student who feels that he/she is being harassed should immediately contact the Director or designee or another district administrator in order to obtain a copy of AR 1312.3 – Uniform Complaint Procedures. Complaints of harassment can be filed in accordance with these procedures.

The district prohibits retaliatory behavior against any complainant or any participant in the complaint process. Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned.

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct or a sexual nature when:
1. Submission to the conduct is explicitly or implicitly made a term or condition of an individual's employment, academic status or progress.

2. Submission to or rejection of the conduct by an individual is used as the basis for academic or employment decisions affecting the individual.
Any student who believes that she or he has been a victim of sexual harassment should bring the problem to the attention of the Assistant Director of Student Services so that appropriate action may be taken to resolve the problem. The school prohibits retaliatory behavior against anyone who files a sexual harassment complaint or any participant in the complaint investigation process. Additionally, Parents and Students may refer to the ITCS Uniform Complaint Procedures.

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

Students are expected to dress in a manner that is respectful, appropriate for a productive learning environment, and aligned with the values of IvyTech Charter School.

All students must ensure that their attire:
*Supports a safe and distraction-free educational environment
*Maintains standards of modesty and personal dignity

*Does not promote or suggest vulgarity, violence, drugs, alcohol, or gang affiliation
*Does not demean or mock individuals or groups based on race, gender, gender identity, sexual orientation, religion, disability, ethnicity, or national origin not present a health or safety hazard or a distraction, which would interfere with the educational process.

Prohibited Attire Includes:
*Clothing that is excessively revealing (e.g., exposed undergarments, see-through clothing, very short shorts/skirts, crop tops without coverage)
*Clothing with inappropriate, profane, or suggestive language or imagery
*Clothing that includes images or language that creates a hostile or intimidating environment based on any protected class or groups, including hate speech, profanity and/or pornography.
*Clothing that promotes, advertises, or depicts violence, weapons, alcohol, drugs, vaping, tobacco, or related companies, products, or paraphernalia is not permitted.
*Gang-related apparel, accessories, or colors (as identified by local law enforcement)
*Hats, hoods, or sunglasses worn indoors that high the student's identity (unless approved for religious or medical reasons)

Consequences for Dress Code Violations:
*The student will be required to change into appropriate clothing. This may include using a school-provided item or having a parent/guardian bring a change of clothes.
*If a suitable change cannot be made, the student may be moved to a designated area in the front office until suitable clothing is provided or sent home for the day.
*Continued violations may result in a disciplinary conference with administration.

Our goal is not to shame or punish, but to maintain an inclusive and respectful environment where all students can focus on learning. If you are unsure whether an item is appropriate, please ask a staff member or administrator in advance.

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

School and Office Hours
The ITCS office is open from 8am – 4:00 pm Monday through Friday. Student hours are 8:30 am to 3:30 pm. Summer hours (i.e., July & early August) can vary. Please see the website for most current hours.
Each semester may have a slight variation in start and end times, so please see the most current school semester schedule that was provided to you at orientation or the start of a new semester.
Classes are scheduled throughout the day for grades 7-12 in the TIS and SIS program. Teacher appointments for tutoring or to schedule a test are between the students and teachers to make.

Campus Visitors
*IvyTech welcomes parents/guardians, prospective students, alumni, and community members to our school. To ensure the safety of all students and staff, all visitors must sign in at the D1-A office upon arrival and sign out when leaving.
*For security and to minimize disruptions to learning, visitors are generally not permitted in classrooms or student common areas during student hours unless prior approval has been granted by school administration.
*Students not enrolled in IvyTech are not permitted to visit or wait for classes to end.

In the morning, students can enter campus through one of four entrances (depending on which class they start with). Student parking is limited to the rows closest to the school. Parent drop-off of students generally occurs in the front of school. At the end of school, students are able to exit campus through the same four entrance points they used in the morning. Parent pick-up of students also occurs at the same points as in the morning.

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

Goal

Strengthen the school's emergency preparedness systems and drill procedures to ensure a safe, coordinated, and orderly response to disasters, thereby minimizing disruption to student learning and improving overall campus safety.

Component:

Risk assessment findings and staff feedback indicate that while required emergency drills are conducted, there is a need to improve Emergency Drills and Staff Training

Element:

Strengthening these areas will improve the school's ability to respond effectively to emergencies and maintain a safe learning environment.
*Consistency in drill procedures across staff
*Student accountability processes during drills
*Staff familiarity with assigned emergency roles
*Post-drill evaluation and corrective follow-up

Opportunity for Improvement:

Emergency drills are conducted, but they are not consistently evaluated for effectiveness, staff roles are not always clearly defined, and drill procedures are not systematically reviewed or updated to reflect lessons learned, changes in student needs, or updated emergency guidance.

Objectives	Action Steps	Resources	Lead Person	Evaluation

Objectives	Action Steps	Resources	Lead Person	Evaluation
Increase staff preparedness by ensuring all employees understand emergency roles and procedures by the end of each school year.	• Provide annual emergency response training for all staff • Review evacuation maps, lockdown steps, and assigned duties • Establish student assembly areas and reporting procedures • Train staff on accountability protocols • Complete a post-drill evaluation after each drill to identify strengths and areas for improvement.	• CSSP • CDE School Safety Planning guidance • Updated class rosters • Emergency go-kits	Director of Operations & Principal	• Drill logs reviewed annually • Drill evaluation forms • After-action notes completed

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

IvyTech Charter School Student Conduct Code

Part I: Specific Guidelines

COMMUNICATIONS
Any notes sent home to parents, other than a routine communication, should be cleared with the Director. All communication must be translated into Spanish unless you are certain only English is spoken in the home.

DISCIPLINE

IvyTech Charter School uses the Assertive Discipline method, which encourages teacher and student interaction in making classroom rules and consequences. It is important that the positive as well as the negative consequences to each rule are included.

CORPORAL PUNISHMENT IS NOT PERMITTED EVEN WITH PARENT PERMISSION

Part 2: School Standards for Pupils
In order to provide a positive, safe environment for children, the school and classroom must establish standards.

1. Toys, radios, tape recorders, or players are not to be brought to school. Knives of any kind, or any dangerous item, are to be confiscated and sent to the Director.
2. Pupils must comply with required classroom standards of behavior, courtesy and proper citizenship, as follows:
a) Students are to be punctual.
b) Students are to be respectful of all adults in authority.
c) Students are expected to be clean and neat in appearance.
d) Students must keep language free of profanity and vulgarity.
e) Students are expected to take pride in their books, school equipment, classrooms, buildings, and school.

3. Appropriate attire:
Safety and attention to clothing that is free of bizarre and disruptive characteristics is important.
a) Socks are to be worn at all times.
b) No high-heel shoes are to be worn.
c) Earrings may be worn only if they do not dangle.
d) Bracelets may be worn.
e) No bare midriffs or see-through blouses.
f) No short shorts or tight exercise shorts.
g) Tee shirts with profanity or beer advertisements are not appropriate.
h) Tank tops may be worn if they are not loose at the neckline or under the arm. Tank tops for girls must cover all underwear.
i) Baggy pants, shorts, or overalls are not appropriate.
j) Cut-off shorts that are below the knee with high socks are not recommended

Part 3: Drugs, Tobacco, Alcohol

Drug Use and Abuse

The administration shall practice the following procedures relative to student drug use and abuse on school property or whenever the student is under the jurisdiction of the schools. Alcohol is a drug, illegal for use by minors. Cases involving alcohol shall be treated in the same manner as for other drugs.

Use of Possession
1. No internal medication is to be administered to students by school personnel except as prescribed by a doctor.
2. Dangerous and narcotic drugs which a student has on prescription for ingestion as prescribed by a doctor must be in their original containers and kept in the nurse's or Director's office, whichever provides greater security.
3. Whenever any staff member has reason to believe that a student may be under drug influence, he/she shall immediately notify the Director. The Director, if in agreement, shall notify the parent to come for the student and to remove the student to his/her home, to the jurisdiction of the police, and/or the paramedics.
4. In severe cases, if the parents or the doctor cannot or will not come to the school, the Director is authorized to call an ambulance to remove the student to a hospital. Parents will be notified of this action and shall be responsible for the incurred expenses.
5. In any first offense in which students illegally use or possess prescription or nonprescription drugs, including alcohol, marijuana, or inhalants, at school or at school activities, the following will result:
a. Suspension from school for at least five (5) days.
b. Referral to the proper police authority.
c. A parent conference.
d. A schedule of regular appointments with a school counselor or other school official. In addition, the following action may be taken:
a. Transfer to another school or alternative education program as appropriate.
b. Recommendation for expulsion.
6. A second incidence of use or possession of illegal drugs within one year at any school or school activity will result in a recommendation for expulsion as provided for in Education Code 48900.

Selling or Providing

When there is reason to believe that a student is selling or is in possession of drugs, the following procedures listed below will be followed:

1. The school administrator shall advise the local juvenile narcotics officer or law enforcement personnel. Juvenile authorities will make the decision as to whether they or the school will notify the parent.
2. The school administrator will escort the student to the school office and confront him/her with the suspicion. The administrator may notify the police before taking the student to the office. The student should be removed from a classroom by a school administrator or designee when there is reasonable cause.
3. For reasonable cause, a search for drugs may be made by the administrator. Such search should be conducted by the administrator with at least one other certificated person as witness. No school staff member should search a student, but may ask student to volunteer for self-search. In cases when a personal search seems to be in order, the administrator should call for a law enforcement officer to make the search. Repeated attempts shall be made to notify the student's parent/guardian before the personal search is made.
4. The student may be interrogated by the school administrator without notifying the student of his/her rights, but if the administrator believes that a law has been broken, the police will be notified.

When there is good evidence that a student has actually used, sold or is in possession of narcotics or drug paraphernalia on or about school premises or at school-sponsored functions, the police must be notified. Regardless of any legal action taken by the police, ITCS must immediately suspend the student according to the Suspension and Expulsion/Due Process. The school administrator may, at his/her discretion, recommend expulsion to the Governing Board.

Provisions of Board Policy shall be disseminated to student and parents through school newsletters, student handbooks, parent and student meetings, and other means of communications.

Tobacco Use
Possession or use of tobacco on school premises or at school sponsored events by students is a violation of law and Board policy and is not permitted. Students violating this policy will be subject to the following disciplinary procedure:
First Offense:
1. Parent notification.
2. Reprimand by Director or designee. A reprimand is written notification of unacceptable behavior.
3. Suspension (1 day) Second Offense:
1. Parent notification.
2. Reprimand by Director or designee.
3. Suspension (2 days) 4. Disciplinary probation with behavior contract.
Disciplinary probation is a condition whereby a student must fulfill specific commitments or be denied certain privileges until his/her behavior improves. A behavioral contract is a written agreement among a student, his/her parent/guardian and an administrator. The contract states the conditions that must be met by the student for the determined period of time.

Failure to comply with the agreed upon terms may result in further disciplinary action against the student.
Subsequent Offenses:
1. Parent notification/written notification of suspension to be sent by mail.
2. Student to be suspended for three (3) days.
3. Parent conference requested before returning to school.
4. Action per Behavioral Contract including possible assignment to an alternative program.

Ample research has demonstrated the health hazards associated with the use of tobacco products, including smoking and the breathing of second-hand smoke.

In the best interests of students, employees, and the general public, the Governing Board, therefore, prohibits the use of tobacco products at all times on ITCS property. This prohibition applies to all employees, students, visitors, and other persons at any school or school-sponsored activity or athletic event.

Director or designee shall inform students, parents/guardians, employees and the public about this policy. All individuals on district premises share in the responsibility of adhering to this policy and informing appropriate school officials of any violations.

The Director or designee shall maintain a list of clinics and community resources, which assist employees and students who wish to stop using tobacco products.
Signs prohibiting the use of tobacco shall be prominently displayed at all entrances to school property.

Employee Notifications

The Director or designee shall notify employees of the district's tobacco-free policy. The notification shall also inform them of:
1. Their need to abide by district policy as a condition of employment.
2. The dangers of tobacco use in the workplace, including its threat to the health and safety or employees, students, and the public.
3. Available resources, which may help employees stop using tobacco.
4. Possible disciplinary actions in accordance with Board policy, state law and applicable collective bargaining agreements.

Community members who smoke on ITCS property shall be informed of the tobacco-free school policy and asked to refrain from smoking. If the person fails to comply with this request, the following actions may ensue:
1. The matter may be referred to the Director or designee responsible for the area or the event.
2. If the person fails to refrain when so requested by the Director or designee, the Director or designee may direct him/her to leave school property.
3. If necessary, the Director or designee may request local law enforcement assistance in removing the person from school premises.
4. When individuals repeatedly violate the tobacco-free school policy, the Director or designee may prohibit them from entering district property for a specified period of time.

IvyTech Charter Student Conduct Code
IvyTech Charter cultivates and encourages students to be a [Good Human] by treating others with the same respect they desire, take personal responsibility for their own successes in school and relationships, emulate moral and ethical character including honesty, grace, and kindness towards others.
Conduct Code Procedures
All federal, state, and local laws, school policies, procedures, and regulations, based on the California Education Code are taught directly and/or outlined in the Student and Parent Handbook. Students are rewarded for exhibiting positive behavioral and academic successes and those successes are communicated to students and their families throughout the year.
Behavioral Goals for all Students:
1) Be kind to everyone
2) Treat others the way you would like to be treated
3) Respect the property of others
4) Give others the benefit of the doubt as everyone has bad days
5) Cooperate with policies and procedures of the current environment
6) Maintain a positive attitude whenever possible
7) Remember that it is not our job to judge or fix others - our job is to work on ourselves
8) Take responsibility for yourself and your choices
Consequences for breaking class rules may include but are not limited to: timeout away from others in the director's office, loss of privileges and/or incentives, .

Conduct Code Procedures

Process for Addressing Incidents of Academic Dishonesty
Academic Integrity Code: I will not cheat or give or receive any unauthorized aid on any test, paper, or assignment.
Consequences for incidents of academic dishonesty are cumulative and are not specific to one course.

1st incident:
If a student is suspected of plagiarism or academic dishonesty:
The teacher of record will confirm the student plagiarized or has been academically dishonest
The teacher of record will fill out the academic integrity form and notify the Principal. Within 3 days of being notified of the incident the student will review the level 1 plagiarism resources and fill out the student academic integrity infraction form outlining the student's understanding of the incident and steps that will be taken to avoid future incidents.
The student will receive a score of '0' on the question(s) plagiarized and will redo the assignment. The redone assignment will be graded and the grade will replace the score earned on the original assignment.
Student may be subject to discipline in accordance with applicable due process provisions in accordance with the relevant charter petition, which is available upon request.

2nd incident:
If a student is suspected of plagiarism or academic dishonesty for a second time:
The student will receive an 'F' for the assignment and re-do the assignment. The redone assignment will be graded and the grade averaged with the 'F' earned for the original assignment.
The teacher of record will fill out the academic integrity form and notify the Principal. Within 3 days of being notified of the incident the student will review the level 2 plagiarism resources with his/her parent/guardian and fill out the student academic integrity infraction form outlining his/her understanding of the incident and steps that will be taken to avoid future incidents.
A conference call with the teacher, parent/guardian, and Principal will be scheduled to explain seriousness and to provide additional support and resources.
Student may be subject to discipline in accordance with applicable due process provisions in accordance with the relevant charter petition, which is available upon request.

3rd incident:
If a student is suspected of plagiarism or academic dishonesty for a third time:
The student receives an 'F' on the assignment with no opportunity to re-do the assignment.
The teacher of record will fill out the academic integrity form and notify the Principal. Within 3 days of being notified of the incident the student will review the level 3 plagiarism resources with his/her parent/guardian and fill out the student academic integrity infraction form outlining his/her understanding of the incident and steps that will be taken to avoid future incidents.
Conference call with teacher, parent/guardian, Principal.
Student may be subject to discipline in accordance with applicable due process provisions in accordance with the relevant charter petition, which is available upon request.

4th incident:
If a student is suspected of plagiarism or academic dishonesty for a fourth time:
The student receives an 'F' on the assignment with no opportunity to re-do the assignment.
The final course grade will be lowered by one grade level.
The teacher of record will fill out the academic integrity form and notify the Principal. Within 3 days of being notified of the incident the student will review the level 4 plagiarism resources with his/her parent/guardian and fill out the student academic integrity infraction form outlining the student's understanding of the incident and steps that will be taken to avoid future incidents.
Conference call with teacher, parent/guardian, Principal and Director of Operations.
Related education records, including disciplinary records, may be provided to colleges or other school districts where the student seeks to enroll or transfer as permitted in accordance with applicable law. Comments will be added to the student's report card.
Student may be subject to discipline in accordance with applicable due process provisions in accordance with the relevant charter petition, which is available upon request.

Consequences for Student Vaping Violations
ITCS strictly prohibits the possession, use, or promotion of tobacco or vaping products:

1st Violation:
Confiscation of device/materials.
Parents/guardians notified by the school counselor.
Incident documented.

2nd Violation:
All consequences of the 1st violation.
Parent/Student/Administrator conference.
Student must complete the Vaping & JUULing Awareness Module in Edgenuity.
Incident documented.

3rd Violation:
Confiscation of device/materials.
Parents/guardians notified.
Parent/Student/Administrator conference.
Parent/guardian required to accompany student during participation in ITCS campus activities/functions.

Incident documented.

Cell Phone Code of Conduct
Cell Phone Expectations

During School Hours:
Phones must remain powered off (not on silent) and put away (not visible) during class and restroom breaks, unless a staff member explicitly approves use for instructional purposes.
Headphones/earbuds may not be used during class or restroom breaks.

Lunch Period:
Cell phone use is permitted.
Phones may not be used to create or post videos (e.g., TikTok, Snapchat).
Phones may not play music or videos out loud—headphones must be used.

Passing Periods:
Use is discouraged.

Guest Teachers:
Cell phone use is not permitted when a guest teacher is leading class.

Classroom Rules:
Teachers may set additional expectations in their class syllabi.
Students may be required to store phones in a designated area (e.g., locker, phone holder, instructor's desk).

Consequences for Misuse
If a student does not follow the policy, the following steps will be taken:

1st Offense:
Teacher directs the student to put the device away.
Teacher speaks privately with the student.
Parent/guardian is contacted.
Incident is documented.

2nd Offense:
Teacher confiscates the device for the remainder of the class period.
Teacher speaks privately with the student.
Parent/guardian is contacted.
Incident is documented.

3rd Offense:
Student and device are referred to an administrator.
Device held until the end of the school day.
Parent/guardian is contacted.
Student may complete a reflection activity.
Incident is documented

4th Offense:
Student and device referred to an administrator.
Device released only to a parent/guardian in person.
Administrative conference held with student and parent/guardian.
Student completes a reflection assignment (may include educational video on device use).
Incident is documented

(K) Hate Crime Reporting Procedures and Policies

ITCS affirms the right of every student to be protected from hate-motivated behavior. It is the intent of ITCS to promote harmonious relationships that enable students to gain a true understanding of the civil rights and social responsibilities of people in our society. Behavior or statements that degrade an individual on the basis of his/her race, ethnicity, culture, heritage, gender, sexual orientation, physical/mental attributes, religious beliefs, or practices shall not be tolerated.

Any student who feels that he/she is a victim of hate-motivated behavior should immediately contact a school staff member.

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

Students demonstrating hate-motivated behavior shall be subject to discipline in accordance with Board and Superintendent policies and Administrative Regulations.

Responsibilities of the Administrator:
*Respond quickly to incidents, whether the victims are students, staff, or community members.
*Ensure the physical safety of the victim and offer victim assistance, as appropriate.
*Investigate incidents and take appropriate disciplinary action. If necessary, involve law enforcement and preserve evidence.
*Submit hate-motivated incident/hate crime report to the District office.
*Develop and implement educational programs and activities that foster human relations skills
*And combat behaviors of name-calling, harassment, discrimination, hate and bigotry

The Superintendent or designee may provide appropriate training to recognize hate-motivated behavior and methods for handling such behavior in acceptable and appropriate ways. The County Office of Education may provide age-appropriate instruction to help promote understanding of and respect for human rights. At the beginning of each school year, students shall receive a copy of the policies regarding hate-motivated behavior as follows:
EDUCATION CODE 200-262, Prohibition of discrimination on the basis of sex; 33025, Hate violence defined 48900.3; Suspension for hate violence PENAL CODE 186.21; Street terrorism; legislative findings and declarations 422.6-422.95; Civil Rights 11410-11414; Terrorism 13023.

ITCS affirms the right of every student and staff member to be protected from hate-motivated behavior. It is the intent of the school advisory board to promote harmonious relationships that enable students to gain a true understanding of the civil rights and social responsibilities of people in our society. Behavior or statements that degrade an individual on the basis of his/her race, ethnicity, culture, heritage, gender, sexual orientation, physical/mental attributes, religious beliefs, or practices shall not be tolerated. A student may be suspended from school or recommended for other disciplinary actions if the Principal or the designee of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, or participated in an act of hate violence, as defined in subdivision (e) of section 233 E.C.

(J) Procedures to Prepare for Active Shooters

An active shooter situation is one of the most feared scenarios of a school and can be devastating for the entire community. The school's emergency plan contains protocols to address the potential risk. The active shooter response protocols are considered part of the school's Tactical Plan and are not made public for security reasons.

An Active Shooter on Campus involves one or more individuals on school grounds who is armed with a firearm and has already killed or wounded someone with the firearm AND at least one of the following applies:

- Continues to shoot others;
- Actively seeks or attacks others;
- Has access to additional victims.

When the school conducts drills, the school takes into consideration the developmental maturity, psychological history, prior

traumatic experiences, personality, and special needs of participants. For that reason, the type of activities included in these drills and/or scenarios enacted will vary from year-to-year.

The goal of these drills is to empower participants and save lives and prepare professionals and staff for this role and responsibility.

Procedures for Preventing Acts of Bullying and Cyber-bullying

The ITCS believes that all students have a right to a safe and healthy school environment. To that end, ITCS and the community have an obligation to promote mutual respect, tolerance, and acceptance. ITCS recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. ITCS employees shall establish student safety as a high priority and shall not tolerate bullying of any student. Bullying is, but is not limited to, making unsolicited and unwelcome written, verbal, physical and/or threatening visual gestures or contact.
Written – intimidating/threatening letters, notes, or messages
Verbal – intimidating/threatening comments, slurs, innuendos, teasing, jokes, or epithets
Visual – threatening gestures
Physical – hitting, slapping, and/or pinching

No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel. Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation. Strategies for bullying prevention and intervention shall be developed with the involvement of key stakeholders in accordance with the law, Board policy, and administrative regulation governing the development of comprehensive safety plans and shall be incorporated into such plans.

Every student is entitled to a safe school environment free from discrimination, harassment, intimidation, and bullying. ITCS prohibits bullying. This includes, but is not limited to, discrimination, harassment, intimidation and bullying based on the actual or perceived characteristics set forth in Penal Code section 422.55 and Education Code section 220, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics.

Bullying Prevention:
To the extent possible, school strategies shall focus on the prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying. Students may be provided with instruction, in the classroom or other educational settings, that promote effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior. Based on an assessment of bullying incidents at school, ITCS Administrators may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and other areas as appropriate.

Intervention:
Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Principal or designee shall develop means for students to report threats or incidents confidentially and anonymously. Each complaint of bullying will be promptly investigated. This policy applies to students on school grounds, while traveling to and from school or a school-sponsored activity, during the lunch period, whether on or off-campus, and during a school-sponsored activity.
School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1) As appropriate, the principal or designee shall notify the parents/guardians of victims and perpetrators. He/she also may involve school counselors, mental health counselors, and/or law enforcement.
School personnel must immediately intervene if they witness an act of discrimination, harassment, intimidation, or bullying, provided it is safe to do so. Acts of discrimination or bullying should be brought to the attention of the principal. Students may make

an anonymous complaint by contacting the principal. If there is sufficient corroborating information, ITCS will commence an investigation. Complaints of bullying or discrimination will be considered confidential. However, it may be necessary to disclose certain information in order to effectively investigate. Students who violate the policies on bullying or discrimination may be subject to discipline, including suspension and expulsion. ITCS prohibits retaliation against individuals who make complaints of bullying or provide information related to such complaints.

Complaints and Investigation:
Students may submit to a teacher or administrator a verbal or written complaint of conduct they consider to be bullying. Complaints of bullying shall be investigated and resolved in accordance with site-level grievance procedures specified in Superintendent Policy.
When a student is reported to be engaging in bullying off-campus, administrators shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.
When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print and electronic or digital messages sent to them that they feel constitute cyberbullying and to notify a teacher, the principal, or other employees so that the matter may be investigated.
If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed. Board policy will be followed.

Discipline:
Any student who engages in bullying, cyberbullying, intimidation, harassment, including direct physical contact, gestures, comments, threats, or actions, either written, verbal, or physical, which cause, threaten to cause, or are likely to cause bodily harm, social isolation, manipulation, oer personal degradation on school premises, or off-campus in a manner that causes or is likely to cause a substantial disruption of school activity or school attendance, shall be subject to discipline. The consequences of these actions may include a broad range of disciplinary measures as appropriate, which may include suspension or expulsion, in accordance with ITCS policies and regulations. However, every effort will also be taken to provide or locate appropriate assistance for both the victim and the offender.

The procedures for intervening in bullying behavior include, but are not limited, to the following:
· All staff, students, and their parents will receive a summary of this policy prohibiting intimidation and bullying: at the beginning of the school year, as part of the student handbook and/or information packet, as part of new student orientation, and as part of the school system's notification to parents.
· The school will make reasonable efforts to keep a report of bullying and the results of the investigation confidential.
· Staff who witness acts of bullying shall take immediate steps to intervene when safe to do so. People witnessing or experiencing bullying are strongly encouraged to report the incident; such reporting will not reflect on the target or witnesses in any way.

ITCS strictly prohibits the transmission of any material in violation of any federal or state laws, including, but not limited to threatening or obscene material, issuing terrorist threats, advertisement, purchasing or selling of products or services, pornography, unethical or illegal solicitation, racism, sexism, inappropriate language, entering chat groups while at school in addition to the network system use is not private. Any transmitted, created, or transferred items, including but not limited to electronic mail can be read and monitored by the system administrator. Messages related to, or in support of, illegal activities are reported to authorities.

Opioid Prevention and Life-Saving Response Procedures

General Guidelines
Naloxone and monthly checklists must be kept at the school in a secure location accessible to designated school personnel.
Instructions for Administration of Naloxone Nasal Spray should be used to guide the school nurse or trained unlicensed personnel to administer naloxone in an emergency.
All persons receiving emergency naloxone should be immediately transported by emergency medical services (EMS) for emergency medical care, even if symptoms appear to have been resolved.
The Director/Principal or designee must maintain on the premises where the naloxone nasal spray is stored, an annually updated Naloxone Emergency Response Site Plan with the following information:

The name and contact number for the health care provider who signed the standing order.
Where and how the naloxone will be stored.
The names of the designated employees who have completed the required training program.
How and when the naloxone will be inspected for an expiration date.
The process to replace the expired naloxone, including proper disposal of the expired or used naloxone.
The school must maintain records for seven (7) years, including the Naloxone Emergency Response Site Plan and information regarding the acquisition and disposition of naloxone nasal spray.
Report of Naloxone Administration is a CONFIDENTIAL REPORT for use by IvyTech Charter School's attorneys. No copies of this report shall be furnished to anyone including employees, students, or parents without permission from the Director of Operations.
Division of Responsibilities
Responsibility of School Administrator
In order to implement this policy, school administrators should follow the guidelines below. School administrators responsible for distributing a notice at least on per school year to all staff requesting volunteers to be trained to administer naloxone.
Coordinate with the credentialed school staff to establish a secure location where the naloxone and monthly checklists must be kept.
Staff training must be conducted. Maintain a copy of the completion certificate in the employee's personnel file. Supplemental training will be conducted by a credentialed school nurse.
Maintenance of training standards written materials must include:
Techniques for recognizing symptoms of opioid overdose
Standards and procedures for the storage, restocking, and emergency use of naloxone nasal spray
Emergency follow-up procedures, including calling the emergency 911 telephone number and contacting a pupil's parent/guardian/emergency contact or an employee's emergency contact
Certification in cardiopulmonary resuscitation is recommended, but not required. I
Monthly Checklist must be completed once a month
Provide each employee who volunteers with a Naloxone Volunteer Notification letter.
Maintain confidential files of all required documentation for a period of seven (7) years. These documents include the annual request for volunteers' letter, monthly checklists, copies of signed volunteer notification letters, and training log sign-in sheets.
Report of Naloxone Administration is a CONFIDENTIAL REPORT. No copies of this report shall be furnished to anyone including employees, students, or parents without permission from the Director of Operations.
Maintain a supply of naloxone at all times. If a naloxone nasal spray has been used, it must be restocked immediately, but no later than 2 weeks after it is used. Naloxone nasal spray must be restocked before its expiration date.
Instructions on how to replenish the school's supply of naloxone are included in the last bullet point of the Naloxone Emergency Response Site Plan
All instances of naloxone usage should be documented by an incident report.
Review that certification in cardiopulmonary resuscitation (CPR) is recommended, but not required.

Guidelines for Emergency Administration
Personnel
If opioid overdose is suspected and a physician is not immediately available, a school nurse should administer naloxone to the person suspected of experiencing an opioid overdose. If a school site does not have a school nurse, the school nurse is not onsite or is unavailable, a trained volunteer may administer naloxone to a person exhibiting potentially life-threatening symptoms of an opioid overdose.
Symptoms
If a person is exhibiting or reasonably believed to be experiencing any of the following symptoms, immediately administer naloxone, then call 911:
Unconsciousness
Very small pupils (miosis)
Very slow or shallow breathing
Vomiting
An inability to speak
Faint heartbeat
Limp arms and legs
Pale, clammy skin
Blue or purple lips and fingernails
Emergency Medical Services

Upon the administration of naloxone, 911 or other emergency medical services must be called so the person may be transported in an emergency vehicle to a hospital for further treatment and observation.

STEP 1: Evaluate for Signs of Opiod Overdose
Signs of OVERDOSE, which often results in death if not treated, include:
Unconsciousness or inability to awaken
Slow or shallow breathing or breathing difficulty such as choking sounds or a gurgling/snoring noise from a person who cannot be awakened
Fingernails or lips turning blue/purple
OPIOID HIGH
Relaxed Muscles
Speech slowed, slurred
Breathing slow or shallow
Appears sleepy, nodding off
Responds to stimuli but difficulty being awakened from sleep
Normal heart beat/pulse
Normal skin color
OPIOID OVERDOSE
Pale, clammy skin
Cannot speak, very shallow breathing or not breathing
Slowed heartbeat or stopped
Deep snorting or gurling, vomiting
Unresponsive to stimuli
Cyanotic skin color
Pinpoint pupils

STEP 2: Administration of Naloxone
Lay the person on their back to receive a dose of naloxone nasal spray
Remove naloxone nasal spray from the box
Peel back the tab with the circle to open the naloxone nasal spray
Hold the naloxone nasal spray with your thumb on the bottom of the plunger and your first and middle fingers on either side of the nozzle
Tilt the person's head back and provide support under the neck with your hand
Gently insert the tip of the nozzle into one nostril until your fingers on either side of the nozzle are against the bottom of the person's nose
Press the plunger firmly to give the dose of naloxone nasal spray
Remove the naloxone nasal spray from the nostril after giving the dose

STEP 3: CALL 911 FOR HELP
Call for help- Dial 911 after naloxone nasal spray is used
State: "Someone is unresponsive and not breathing."
Give a specific address and/or description of your location
Follow dispatcher's instructions

STEP 4: Resuscitate/Support Person's Breathing
Assess breathing: Perform rescue breathing if needed.
Place the person on their back.
Check to see if there is anything in their mouth blocking the airway, such as gum, toothpick, undissolved pills, syringe cap, cheeked Fentanyl patch. If present, remove it while wearing gloves.
Place one hand on the person's chin, tilt the head back, and pinch the nose closed.
If using a mask, place and hold mask over mouth and nose
If not using a mask, pinch their nose with one hand and place your mouth over the person's mouth to make a seal and give two (2) slow breaths.
Watch for the person's chest (but not the stomach) to rise.
Follow up with one breath every 5 seconds.

Assess pulse: Perform CPR if needed.

STEP 5: Monitor the Person's Response
If the person responds by returning to spontaneous breathing, move the person on their side (recovery position) after giving naloxone nasal spray
Watch the person closely until help arrives
If the person does not respond by waking up, to voice or touch, or breathing normally after 2 to 3 minutes of naloxone nasal spray administration, another dose may be given
Resume rescue breathing if spontaneous breathing does not recur
Stay with the person until help arrives
Follow school administrator's guidance regarding the seizing of all illegal and/or nonprescribed opioid narcotics found on victim.

STEP 6: Refer
Have the individual transported to the nearest medical facility, even if symptoms seem to get better. After an overdose, a person dependent on opioids should be medically monitored for safety
When safe, remove gloves, if used, following appropriate safety procedures. Avoid touching your eyes, nose, and mouth
Wash your hands with soap and water for at least 20 seconds. If soap and water are not available and you had no skin contact with illicit drugs, an alcohol-based hand sanitizer with at least 60% alcohol may be used
Contact parent/guardian per school protocol
Complete Naloxone Administration Report form
Follow up with treatment referral recommendations

Response Procedures for Dangerous, Violent, or Unlawful Activities

The safety of all students, staff, and visitors is a top priority of IvyTech Charter. The School maintains procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened on campus, during a school-sponsored activity, or on a school bus serving the School. These procedures are designed to ensure immediate action, coordination with law enforcement, and appropriate follow-up to protect the school community.

Immediate Reporting and Law Enforcement Notification
In accordance with California Education Code section 49393, any school official who is alerted to, or who observes, any threat or perceived threat of violence or unlawful activity shall immediately report the threat or perceived threat to local law enforcement. This report shall include copies of any documentary or other evidence associated with the threat, including written statements, electronic communications, social media posts, photographs, or other relevant information.

The School will not delay notification when a threat involves weapons, credible violence, or imminent danger. Law enforcement will be contacted immediately via 911 when an emergency response is required.

Assessment and Initial Response Procedures
Upon receiving a report of dangerous, violent, or unlawful activity, School personnel will take the following steps:
*Ensure Immediate Safety - Staff will take reasonable steps to secure the area, supervise students, and prevent escalation while awaiting administrative or emergency response.
*Notify Administration - The Director, Principal, or designee will be notified immediately of any report involving violence, weapons, serious threats, or unlawful conduct.
*Document the Incident - Staff will record the details of the report, including the time, location, individuals involved, witnesses, and any evidence provided.
*Contact Law Enforcement as Required - If the report involves a threat or perceived threat, law enforcement notification will occur immediately in compliance with EC 49393.
*Implement Emergency Protocols if Necessary - Depending on the nature of the incident, the School may initiate lockdown, shelter-in-place, evacuation, or other emergency procedures consistent with the School's emergency response plan.

Multi-Disciplinary Threat Assessment and Intervention
The School supports the use of a Multi-Disciplinary Threat Assessment Team to identify, assess, and respond to potential threats of violence or harm. When appropriate, the Threat Assessment Team may include school administration, counseling staff, mental health professionals, law enforcement partners, and other relevant personnel.

The Threat Assessment Team may:
*Evaluate the credibility and seriousness of reported threats
*Identify risk factors and protective supports
*Develop safety and intervention plans
*Coordinate services and supervision
*Monitor ongoing concerns

Threat assessment procedures are intended to prevent harm while ensuring students receive appropriate supports whenever possible.

Anonymous Reporting and Tip Options
The School encourages students, families, and staff to report suspected criminal behavior, threats, bullying, or other safety concerns. The School will maintain options for anonymous reporting, such as tip lines or electronic reporting systems, to ensure individuals can share concerns without fear of retaliation. All reports will be taken seriously and reviewed promptly.

Coordination With Local Law Enforcement
The School consults with local law enforcement agencies in developing and reviewing response procedures for dangerous, violent, or unlawful activity. Law enforcement partners may assist with emergency planning, threat response coordination, and training for staff.

Communication and Follow-Up
Following an incident, the School will:
*Provide appropriate communication to families and staff consistent with privacy laws
*Offer counseling and mental health supports for impacted students or staff
*Conduct post-incident review to improve safety procedures
*Maintain documentation in accordance with School policy and legal requirements

Instructional Continuity Plan

IvyTech Charter School

Introduction and Purpose of the Instructional Continuity Plan (ICP)

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

This Instructional Continuity Plan (ICP) was last revised on 2/11/2026 and adopted by IvyTech Charter School on 2/17/2026 to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

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

Engagement with Pupils and Families

Protocol for Engagement

Protocol for engagement with pupils and their families.

As required, IvyTech Charter School will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

The purpose of this engagement is to maintain two-way communication and to identify and support pupils' academic, social-emotional, and mental health needs during the period of closure.

In the event that the school must temporarily cease in-person services, IvyTech will continue to provide regular student support through virtual systems already in place. All students will participate in weekly advisory meetings conducted via Zoom to review academic progress, establish goals, and address any barriers to learning.

Subject-specific teachers will continue to monitor coursework, provide feedback, and offer additional instructional support through scheduled virtual appointments as needed. Students will maintain access to instructional materials and assignments through the school's online learning management system, which is available 24 hours per day, seven days per week.

The school will communicate engagement procedures and expectations directly to students and families through targeted outreach, including email communications sent to each student's school-issued account. In addition, IvyTech will utilize its primary school-to-home communication platform, ParentSquare, to provide timely updates, share resources, and support ongoing two-way communication with families.

Emergency notifications, instructional access information, and schoolwide updates will also be posted on the IvyTech Charter School website and shared through the school's official social media platforms, as appropriate, to ensure families receive consistent and accessible communication across multiple channels.

Methods of Two-Way Communication

Methods for two-way engagement.

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

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

Flyers

805-222-5188 (call/text)
info@ivytechcs.org (email)
https://www.ivytechcharterschool.org/
https://www.parentsquare.com/
https://www.facebook.com/IvyTechCharter
https://www.instagram.com/ivytechcharter

Plans for Unforeseen Events

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

IvyTech Charter School recognizes that unforeseen events such as power outages, internet service interruptions, or damage to local infrastructure may impact the school's ability to maintain normal operations and communication systems. In order to ensure continuity of two-way communication with pupils and families during such events, IvyTech utilizes decentralized communication and instructional platforms with built-in redundancies.

The school's communication systems allow families to continue reaching staff through phone calls and text messaging, even during disruptions. IvyTech's phone system operates through Voice over Internet Protocol (VOIP) services, and the school maintains cellular hotspot capabilities as a backup to support continued access when primary internet or power systems are unavailable.

In the event that schoolwide connectivity is limited, IvyTech will prioritize essential outreach through multiple alternative methods, including ParentSquare mobile messaging, direct phone contact, and updates posted through the school website and official social media channels, as available. These measures are intended to ensure that students and families can continue to communicate with school personnel, receive timely emergency updates, and access support services until normal operations are restored.

Support for Unique Needs

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

IvyTech Charter School will implement procedures designed to identify and provide appropriate support for pupils' academic, social-emotional, and mental health needs during an emergency that disrupts normal school operations.

The school counselor, in conjunction with the Special Education Coordinator, will ensure continuity of services and academic support for students with disabilities, including those with Individualized Education Programs (IEPs) and Section 504 Plans. This includes monitoring student engagement, coordinating accommodations, and supporting access to required instructional services.

The school principal will work collaboratively with the counselor, instructors, and advisors to assess and respond to pupils' social-emotional and mental health needs. Advisors will serve as a primary point of contact for regular check-ins and will communicate concerns to appropriate support staff when additional intervention is needed.

Through these coordinated efforts, IvyTech will prioritize outreach to pupils who may be disproportionately impacted by the emergency and will provide referrals, resources, and targeted supports to ensure students remain connected, supported, and able to continue learning.

Access to Instruction

Timeline for Access to Instruction

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

As required, IvyTech Charter School will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

The school's existing instructional infrastructure allows for both synchronous and asynchronous access to course materials, assignments, and teacher support. Students enrolled in the Traditional Independent Study (TIS) program will continue to participate in weekly check-ins with advisors and instructors, following their established schedules to maintain academic progress and engagement.

For students participating in Structured Independent Study (SIS), the regular instructional schedule will resume as soon as

circumstances permit. When onsite instruction is not feasible, virtual instructional meetings will be facilitated through Zoom, and the school's learning management systems, Buzz and Edgenuity, will be utilized to provide continued access to coursework, instructional content, and teacher feedback.

To ensure equitable access, IvyTech will provide support for students who lack reliable internet service or access to a home computer. Students and families may request to check out necessary instructional resources and technology from the school by contacting the main office via email at info@ivytechcs.org.

Conditions for Resuming Access to In-Person Instruction

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

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

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

Remote Instruction

Plans for remote instruction.

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

The school's existing instructional infrastructure allows for both synchronous and asynchronous access to course materials, assignments, and teacher support. Students enrolled in the Traditional Independent Study (TIS) program will continue to participate in weekly check-ins with advisors and instructors, following their established schedules to maintain academic progress and engagement.

For students participating in Structured Independent Study (SIS), the regular instructional schedule will resume as soon as circumstances permit. When onsite instruction is not feasible, virtual instructional meetings will be facilitated through Zoom, and the school's learning management systems, Buzz and Edgenuity, will be utilized to provide continued access to coursework, instructional content, and teacher feedback.

Access to Instructional Materials

Methods for distributing digital and non-digital materials.

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

To ensure equitable access, IvyTech will provide support for students who lack reliable internet service or access to a home computer. Students and families may request to check out necessary instructional resources and technology from the school by contacting the main office via email at info@ivytechcs.org.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

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

The school's existing instructional infrastructure allows for both synchronous and asynchronous access to course materials, assignments, and teacher support. Students enrolled in the Traditional Independent Study (TIS) program will continue to participate in weekly check-ins with advisors and instructors, following their established schedules to maintain academic progress and engagement.

For students participating in Structured Independent Study (SIS), the regular instructional schedule will resume as soon as circumstances permit. When onsite instruction is not feasible, virtual instructional meetings will be facilitated through Zoom, and the school's learning management systems, Buzz and Edgenuity, will be utilized to provide continued access to coursework, instructional content, and teacher feedback.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

IvyTech Charter School provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning:

In the event of a prolonged emergency that significantly disrupts IvyTech Charter School's ability to provide instruction through its regular program, the school may support families in exploring temporary reassignment or enrollment options to ensure continued access to educational services.

If circumstances require such consideration, IvyTech will communicate with pupils and families as soon as practicable to review available instructional pathways, which may include continued remote instruction through IvyTech or, when appropriate, temporary placement options through another local educational agency.

The school principal or designee will coordinate with the school counselor, special education staff, and relevant partner agencies to assist families in identifying appropriate alternatives, which may include:
*Temporary reassignment to another school district or county office of education program

*Enrollment in an alternative charter school or independent study program

*Access to community-based instructional or support services during the emergency period

Families will be provided with guidance regarding enrollment procedures, transfer documentation, and continuity of academic records. IvyTech will prioritize support for pupils with disabilities, English learners, foster youth, and other students with unique needs to ensure that services and accommodations remain consistent during any temporary transition.

Temporary reassignment will be considered only when necessary and will be implemented in a manner that minimizes disruption and supports pupils' ongoing academic progress and well-being until IvyTech is able to fully resume normal operations.

Instructional Continuity

Communication Protocols

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

As required by Education Code section 32282, IvyTech Charter School will engage with pupils and their families as soon as practicable, but no later than five calendar days following an emergency that disrupts in-person instruction.

The purpose of this engagement is to establish timely two-way communication and to identify and support pupils' academic, social-emotional, and mental health needs during the period of closure.

Communication Methods

IvyTech utilizes multiple communication platforms to ensure that students, families, and staff receive consistent information through accessible channels. Current methods of engagement include:

School Phone (Call/Text): 805-222-5188

General Email: info@ivytechcs.org

School Website: www.ivytechcharterschool.org

ParentSquare: parentsquare.com

Facebook: https://www.facebook.com/IvyTechCharter

Instagram: https://www.instagram.com/ivytechcharter

Communication Frequency and Timelines
In the event of an emergency closure or disruption, within five (5) calendar days, IvyTech will initiate direct outreach to pupils and families to confirm student safety, provide instructional access information, and assess immediate academic and social-emotional needs. Ongoing throughout the closure, the school will provide regular updates through ParentSquare, email, and the school website, including emergency notifications, schedule changes, and available student supports. Weekly communication and engagement will continue through established advisory structures. All students will participate in weekly advisory meetings conducted via Zoom to review academic progress, set goals, and address barriers to learning.

Instructional Support Communication
Subject-specific teachers will continue to monitor coursework, provide feedback, and offer additional instructional support through scheduled virtual appointments as needed. Students will maintain 24/7 access to instructional materials and assignments through the school's online learning management system. The school will communicate instructional expectations directly to students and families through targeted outreach, including messages sent to each student's school-issued email account and timely notifications through ParentSquare.

Emergency notifications, instructional access information, and schoolwide updates will also be posted on the IvyTech Charter School website and shared through official social media platforms, as appropriate, to ensure families receive consistent and accessible communication across multiple channels.

Technological Readiness

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

IvyTech Charter School maintains technology systems and instructional infrastructure designed to support a seamless transition from in-person instruction to remote learning through independent study when necessary due to an emergency. The school already operates a technology-driven remote learning environment through its Traditional Independent Study program. As a result, systems are in place to ensure students and educators can continue instruction with minimal disruption.

Educator and Student Readiness
IvyTech utilizes established online instructional platforms to provide continuous access to coursework, assignments, and academic resources. Students are able to engage in both asynchronous and synchronous learning through the school's learning management systems, including Buzz and Edgenuity. The school's infrastructure also supports students enrolled in the Structured Independent Study program by allowing them to join virtual instruction during scheduled class meeting times through Zoom, when onsite learning is not feasible.

Independent Study Documentation and Agreements
IvyTech is designated as a non-classroom based independent study charter school. As such IvyTech requires each student to complete an Independent Study Written Agreement upon enrollment. Because these agreements are already in place for all students, the school is prepared to maintain instructional participation and attendance accounting without delay in the event of an emergency closure or disruption to onsite services. Written agreements may be reviewed or updated promptly as needed to reflect temporary changes in instructional delivery during emergency conditions.

Access to Devices and Connectivity
To promote equitable access, IvyTech provides students with school-issued devices as needed and maintains procedures for distributing additional instructional technology during emergencies. The school also supports families who may lack reliable internet access by providing guidance, resources, and alternative connectivity options when available.

Instruction and Assessment

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

The school's existing instructional infrastructure allows for both synchronous and asynchronous access to course materials, assignments, and teacher support. Students enrolled in the Traditional Independent Study (TIS) program will continue to participate in weekly check-ins with advisors and instructors, following their established schedules to maintain academic progress and engagement.

For students participating in Structured Independent Study (SIS), the regular instructional schedule will resume as soon as circumstances permit. When onsite instruction is not feasible, virtual instructional meetings will be facilitated through Zoom, and the school's learning management systems, Buzz and Edgenuity, will be utilized to provide continued access to coursework, instructional content, and teacher feedback.

Access (Equity, Accessibility, and Inclusion)

Equity, Accessibility, and Inclusion

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

IvyTech Charter School is committed to ensuring that all students, including those with disabilities, students experiencing homelessness, foster youth, and English learners (ELs), have equitable access to instructional resources and support during emergency closures or disruptions to onsite learning.

The school's existing instructional infrastructure provides both synchronous and asynchronous access to course materials, assignments, and teacher support. Students enrolled in the Traditional Independent Study (TIS) program will continue weekly check-ins with advisors and instructors according to their established schedules, maintaining academic progress, engagement, and personalized support.

For students participating in the Structured Independent Study (SIS) program, the regular instructional schedule will resume as soon as circumstances permit. When onsite instruction is not feasible, virtual instructional meetings will be facilitated via Zoom, and the school's learning management systems, Buzz and Edgenuity, will provide continuous access to coursework, instructional content, and teacher feedback.

The school counselor, in collaboration with the Special Education Coordinator, will ensure continuity of services and academic support for students with disabilities, including those with Individualized Education Programs (IEPs) and Section 504 Plans. This includes monitoring engagement, coordinating accommodations, and supporting access to all required instructional services.

Additional supports are provided for students facing barriers to learning, including EL students who may require language development resources, foster youth, and students experiencing homelessness who may require access to technology, internet connectivity, or alternative instructional materials. IvyTech prioritizes proactive outreach to these populations to ensure that all students continue to participate meaningfully in their education, regardless of circumstances.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

IvyTech Charter School is committed to ensuring that students with disabilities continue to receive the services and supports outlined in their Individualized Education Programs (IEPs) during emergency closures or disruptions to onsite instruction.

The Special Education Coordinator, in collaboration with the school counselor, general education instructors, and related service providers, will:
*Review each student's IEP to identify services that can continue remotely, including specialized instruction, related services, and accommodations.

*Schedule and facilitate virtual instruction, therapy sessions, and consultations as appropriate using secure online platforms such as Zoom or other approved telehealth/educational tools.

*Maintain documentation of all services provided, modifications, and participation in accordance with federal and state special education laws (IDEA and EC 56300 et seq.), ensuring compliance for attendance and reporting purposes.

*Communicate proactively with families to coordinate service delivery, provide training or support for accessing remote resources,

and address questions or concerns about IEP implementation.

*Conduct virtual or in-person IEP meetings as required to review, revise, or update IEP goals and services, ensuring that all procedural safeguards are followed.

For students whose services cannot be fully delivered remotely due to technological or accessibility limitations, IvyTech will work with families to identify safe alternatives, such as staggered in-person sessions, individualized resource packets, or temporary placement in partner programs to ensure continuity of learning and required services.

English Leaners (EL)

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

IvyTech Charter School is committed to ensuring that English Learner (EL) students continue to receive equitable access to instruction and language development supports in alignment with the California English Learner Roadmap Policy, even during emergency closures or disruptions to onsite instruction.

To support EL students:
Access to Instruction: EL students will have full access to all academic content through the school's learning management systems (Buzz and Edgenuity) and structured online lessons. Instruction is provided synchronously and asynchronously, allowing students to engage in course materials while developing language skills.

Language Development Support: EL students will continue to receive targeted English language development (ELD) instruction integrated into the curriculum. Advisors and EL-designated instructors will schedule virtual meetings to support vocabulary, comprehension, and language skills aligned with each student's proficiency level.

Monitoring and Feedback: Instructors and advisors will monitor EL student engagement and academic progress through weekly check-ins and online platform analytics, providing timely feedback and additional support as needed.

Family Communication and Engagement: Families of EL students will receive regular communication in their primary language, when feasible, via email, ParentSquare, and other school communication channels. This ensures families understand instructional expectations, resources, and supports available to their students.

Social-Emotional Support: EL students' social-emotional needs will be monitored in collaboration with advisors and the school counselor, with referrals to additional support services as necessary, ensuring students remain connected and supported during disruptions.

Professional Learning

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

As a nonclassroom-based independent study charter, IvyTech Charter School is designed to deliver instruction primarily through technology-driven, remote learning environments. The school's culture of professional development is therefore centered on expanding instructors' knowledge and skills to support high-quality independent study, including both synchronous and asynchronous instruction.

Professional learning opportunities and resources focus on:
Independent Study Instructional Strategies: Training on best practices for guiding students in a remote, self-paced learning environment, maintaining engagement, and monitoring progress in alignment with independent study agreements.

Instructional Technology: Proficiency with the school's learning management systems (Buzz and Edgenuity), video conferencing

platforms (Zoom), and other digital tools that facilitate instruction, assessment, and student support.

Remote Assessment and Feedback: Guidance on conducting formative and summative assessments, tracking academic progress, and providing timely feedback within an independent study framework.

Supporting Diverse Learners in a Remote Setting: Strategies to meet the needs of students with disabilities, English learners, foster youth, and students experiencing homelessness, including individualized accommodations and differentiated instruction.

Family and Student Communication: Training on effective use of school-supported communication platforms, including ParentSquare, email, phone, and the school portal, to ensure consistent engagement and support.

Well-Being and Support Services

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

IvyTech Charter School is committed to ensuring that all students have timely access to physical and mental health support, including services for students who speak languages other than English.

School Counselor and Support Staff: The school counselor provides direct mental health support, social-emotional guidance, and coordination with outside providers as needed. The counselor works closely with instructors and advisors to monitor student well-being and provide individualized support.

Specialized Support Services: For students requiring additional mental health, behavioral, or physical health interventions, IvyTech maintains partnerships with licensed community-based providers. These services may be delivered virtually or in-person, depending on circumstances, to ensure continuity of care.

Language Access: To support multilingual families and students, IvyTech provides communication and services in students' primary languages whenever possible, including bilingual staff, interpreter services, and translated materials. This ensures that non-English speaking families can access health resources, understand procedures, and participate fully in care planning.

Access During Emergencies: In the event of an emergency closure or disruption to onsite operations, students and families will continue to have access to school counselors and affiliated health professionals through secure virtual platforms (e.g., Zoom, telehealth systems) and phone outreach. The school will proactively communicate available resources, how to access them, and any required referral procedures.

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

IvyTech Charter School maintains procedures and resources to ensure student safety and access to essential supplies during emergencies.

Backup and Continuity of Instruction: The school's learning management systems are cloud-based, and students use Google Workspace for communications and document management. This ensures that instructional materials, assignments, and communication tools remain accessible even in the event of power outages or other disruptions.

Water Access: Due to the absence of drinking fountains on campus, the school maintains a regular supply of water jugs onsite. These supplies are available to students and staff at all times and will continue to be accessible in the event of an emergency.

Medical Supplies and Medications: IvyTech maintains fully stocked emergency medical kits, including epinephrine auto-injectors (EpiPens), naloxone, and other essential first-aid supplies. Staff are trained in their use, and these resources are readily accessible to students and personnel during emergencies.

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

IvyTech Charter School is committed to maintaining continuity of all essential support services for students during emergency closures or disruptions to onsite instruction.

Special Education Services: The Special Education Coordinator, in collaboration with the school counselor and instructors, will ensure that students with IEPs continue to receive all required specialized instruction, accommodations, and related services. Services may be delivered virtually or in person, as appropriate, and documentation will be maintained in compliance with state and federal regulations.

Counseling and Mental Health Services: The school counselor will continue to provide social-emotional and mental health support to students through virtual platforms, phone outreach, or in-person sessions when safe. Students and families will be able to access support proactively, and staff will monitor well-being through weekly check-ins and advisor communications.

Food Services: For students requiring access to meals, IvyTech will coordinate with local food distribution programs and community partners to ensure that students continue to receive nutritious meals during periods of closure. Information regarding pick-up locations, schedules, and meal eligibility will be communicated promptly to families.

Adaptation to Online or Hybrid Environments: All support services will be adapted as needed to ensure continued access in a remote or hybrid learning environment. This includes virtual counseling sessions, online delivery of instructional support, and coordination with families to maintain equitable access to necessary resources.

Site-Based Collaboration

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

The development and implementation of IvyTech Charter School's Instructional Continuity Plan (ICP) is a collaborative process that involves administrators, faculty, information technology staff, students, and families.

Administrators: The school principal and administrative team coordinate overall planning, ensure compliance with Education Code requirements, allocate resources, and monitor implementation of the ICP.

Faculty and Instructors: Teachers provide input on instructional strategies, technology needs, and student engagement practices. They participate in professional learning to support continuity of instruction and collaborate on adapting curriculum and assessment for remote or hybrid environments.

Information Technology Staff: IT staff support the maintenance, security, and accessibility of the school's cloud-based learning platforms, communication systems, and instructional technology. They assist faculty, students, and families with troubleshooting and ensure uninterrupted access to digital resources.

Students: Students provide feedback on instructional access, technology functionality, and engagement strategies. Their participation in weekly check-ins and advisory meetings informs ongoing adjustments to instruction and support services.

Families: Parents and guardians participate in two-way communication with staff through ParentSquare, email, and phone, providing input on student needs, access challenges, and engagement strategies. Families are also informed of available resources and procedures to support continuity of learning at home.

Return to Site-Based Learning

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

IvyTech Charter School will resume onsite, site-based instruction only when conditions ensure the health, safety, and well-being of students, staff, and families. The decision to return to in-person instruction will be guided by public health directives, local government guidance, and the school's internal safety protocols.

Conditions that must be met prior to reopening include:

Health and Safety Measures:
-Adequate sanitation and cleaning protocols are in place for classrooms, offices, and common areas.
-Sufficient personal protective equipment (PPE), handwashing stations, and hygiene supplies are available.
-Procedures for symptom screening, illness reporting, and isolation of sick individuals are established.

Infrastructure Readiness:
-Utilities, including electricity, water, and internet access, are fully restored.
-All instructional spaces and essential facilities are safe, accessible, and ready for student use.

Staffing and Training:
-Sufficient teaching, support, and administrative staff are available to provide instruction and maintain safety protocols.
-Staff have been trained or refreshed on updated safety procedures and emergency protocols.

Communication and Coordination:
-Families and students are notified in advance of reopening timelines, safety procedures, and any changes to schedules or routines.
-The school ensures ongoing two-way communication to address questions, concerns, or special needs prior to return.

Contingency Planning:
-The school has clearly established procedures for responding to any subsequent disruptions, including temporary closures or hybrid learning transitions if conditions change.

IvyTech will continue to monitor public health guidance and local conditions, resuming site-based instruction only when it is safe and appropriate for all members of the school community. Until these conditions are met, instruction and support services will continue remotely through the school's independent study model.

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into IvyTech Charter School's Comprehensive School Safety Plan (CSSP).

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

Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

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

Annually along with review of the Comprehensive School Safety Plan.

Procedures for Immigration Enforcement Notification

Confirmation Protocol

Detail the specific process and designated staff member (e.g., principal, superintendent) responsible for confirming the presence of immigration enforcement on the schoolsite, which triggers the notification requirement.

ITCS is committed to maintaining a safe, secure, and welcoming learning environment for all students and families, regardless of immigration status. In accordance with California Assembly Bill 49 (AB-49), ITCS has established the following procedures to ensure appropriate notification and protection of student privacy if immigration enforcement officers seek access to the schoolsite.
The presence of immigration enforcement on campus is considered confirmed only when:
*An officer identifies themselves as conducting immigration enforcement (e.g., ICE, CBP), and
*School staff have verified the officer's credentials and reviewed any documentation presented.

Designated Responsible Staff:
The Principal or Director (or designee) is the only individual authorized to confirm immigration enforcement presence and initiate the notification process.

Front office staff shall immediately notify the Principal/Director upon any request for access by immigration enforcement.

Required Notification Recipients

The procedures must ensure notification is issued to the following groups:

- Parents and guardians of pupils
- Teachers
- Administrators
- School personnel

Notifications will be coordinated through the Principal/Director to ensure consistency and accuracy.

Following any immigration enforcement access attempt, the Principal/Director shall:
*Maintain written notes of the encounter
*Retain copies of any warrants, subpoenas, or documents presented
*Log the event in the school's law enforcement access record
*Notify the Governing Board
*Notify the California Department of Justice Bureau of Children's Justice at:
BCJ@doj.ca.gov (unless prohibited by a judicial order)

If a parent/guardian is detained, ITCS will follow emergency contact procedures before contacting Child Protective Services.

Notification Timing

Specify the timeline for issuing notification following confirmation, ensuring it aligns with safety goals and minimizes panic.

Notification shall be issued as soon as reasonably possible after confirmation, while ensuring:
*Student safety is maintained
*Instructional disruption is minimized
*Communications do not cause unnecessary alarm

If notification is delayed due to an active law enforcement situation or a legal restriction, ITCS will provide notice at the earliest safe opportunity.

Safety and Well-being Standard

The content and timing of the notification shall consider the safety and well-being of the pupils, employees, and community members of the schoolsite.

All notification decisions will prioritize the physical and emotional well-being of:
*Students
*Staff
*Families
*Community members

School officials will take care to avoid panic, maintain calm school operations, and ensure appropriate student supervision.

Counseling staff may be made available if students or families experience distress.

Privacy Constraint

The notification shall not include any personally identifiable information.

Notifications shall not include any personally identifiable information, including:
*Student names
*Family names
*Immigration status
*Specific locations of pupils
*Details that could identify an individual student or family

ITCS will comply fully with FERPA and state privacy protections.

Notification Methods

Specify the secure methods used for two-way communication to reach the required recipients, such as mass communication systems, email, or school portals, and detail how these methods are maintained.

ITCS will use secure and reliable communication systems to provide timely notification, including:
*Schoolwide mass notification system (phone/text/email)
*Staff email alerts
*Internal administrative communication channels
*Parent/guardian school portal messaging, when available

Communication systems will be reviewed regularly to ensure accurate contact information and operational readiness.

Two-way communication methods will be available so families may contact the school with concerns or support needs.

Resource Provision (Optional but Encouraged)

The notification may include a hyperlink to additional resources for families regarding:

- Educational rights
- State laws that protect parents' and students' privacy and confidentiality
- Counseling or support services (including services that support families impacted by immigration enforcement and model policies adopted by the LEA).

Annual Evaluation

This plan will be evaluated and amended, as needed, by the school safety planning committee, but shall be evaluated at least once a year.

Public Availability

An updated file of all safety-related plans and materials shall be readily available for inspection by the public.

State Guidance

Compliance with this plan should align with the checklist for developing a comprehensive school safety plan, which the Department of Education is required to maintain and conspicuously post on its internet website

Procedures Regarding Pupil Smartphone Use During Emergencies

In the event of an emergency, school staff will:
*Allow students to retain possession of smartphones for immediate access to emergency contacts and services.
*Ensure that students with individualized needs, including those with language access requirements, have unobstructed access to devices when necessary.
*Communicate appropriate procedures for smartphone use during the activation and deactivation of this emergency exception.

Mandatory Policy Adoption and Review Requirements

The date the policy was adopted/last updated, a summary of the policy's goal, and documentation of stakeholder involvement.

This policy shall be reviewed and updated at least every five years, or sooner if required by changes in state law, in accordance with Education Code section?48901.7. Stakeholders will be engaged in periodic reviews to ensure the policy continues to meet both educational and safety needs. The most recent review and update occurred in February 2026. Additionally, school administration consults annually with staff and the Board regarding the Comprehensive School Safety Plan (CSSP) and makes modifications to policies as needed.

Non-Prohibitable Circumstances for Pupil Smartphone Use

Confirm procedures for recognizing and respecting these exceptions:

1. When a teacher or administrator grants permission, subject to any reasonable limitation imposed by that teacher or administrator.
2. When a licensed physician and surgeon determines that the possession or use of a smartphone is necessary for the health or well-being of the pupil.
3. When the possession or use of a smartphone is required in a pupil’s individualized education program (IEP).

Safety Plan Review, Evaluation and Amendment Procedures

The Comprehensive School Safety Plan will be reviewed, updated and approved by the Charter's School Board by March 1st every year in accordance with AB1747.

Timeline for Review, Evaluation, and Amendments
In June of every year, the school will report on the status of its school safety plan including a description of its key elements requiring updates at a public meeting of the School Board.

Steps in conducting a safe school self-assessment:
The self-assessment process begins with an initial meeting of school stakeholders to discuss existing safety concerns, emergency planning issues and areas for improvement. Participants should include representatives from the district, school and community response agencies to ensure diverse perspectives and expertise. Schools may also include administrators, buildings and grounds personnel, communications staff, school resource officers, local law enforcement, local fire department, student support staff, special education staff and others with an investment in the process.

Conduct the assessment
Review the school emergency plan
The Director and/or Principal will use the self-assessment checklist to discuss and evaluate the school's emergency plan, procedures, staff training, exercising, and other items that cannot be physically observed during a school walk-through.

Walk-through of the school building and grounds
After reviewing the emergency plan, Administrators will walk through the school facility and grounds. Using the checklist as a guide, examine all aspects of the school's interior and exterior. Throughout the assessment process, written comments should be noted for later review. Take photographs and videos to highlight positive observations as well as potential hazards or areas for improvement.

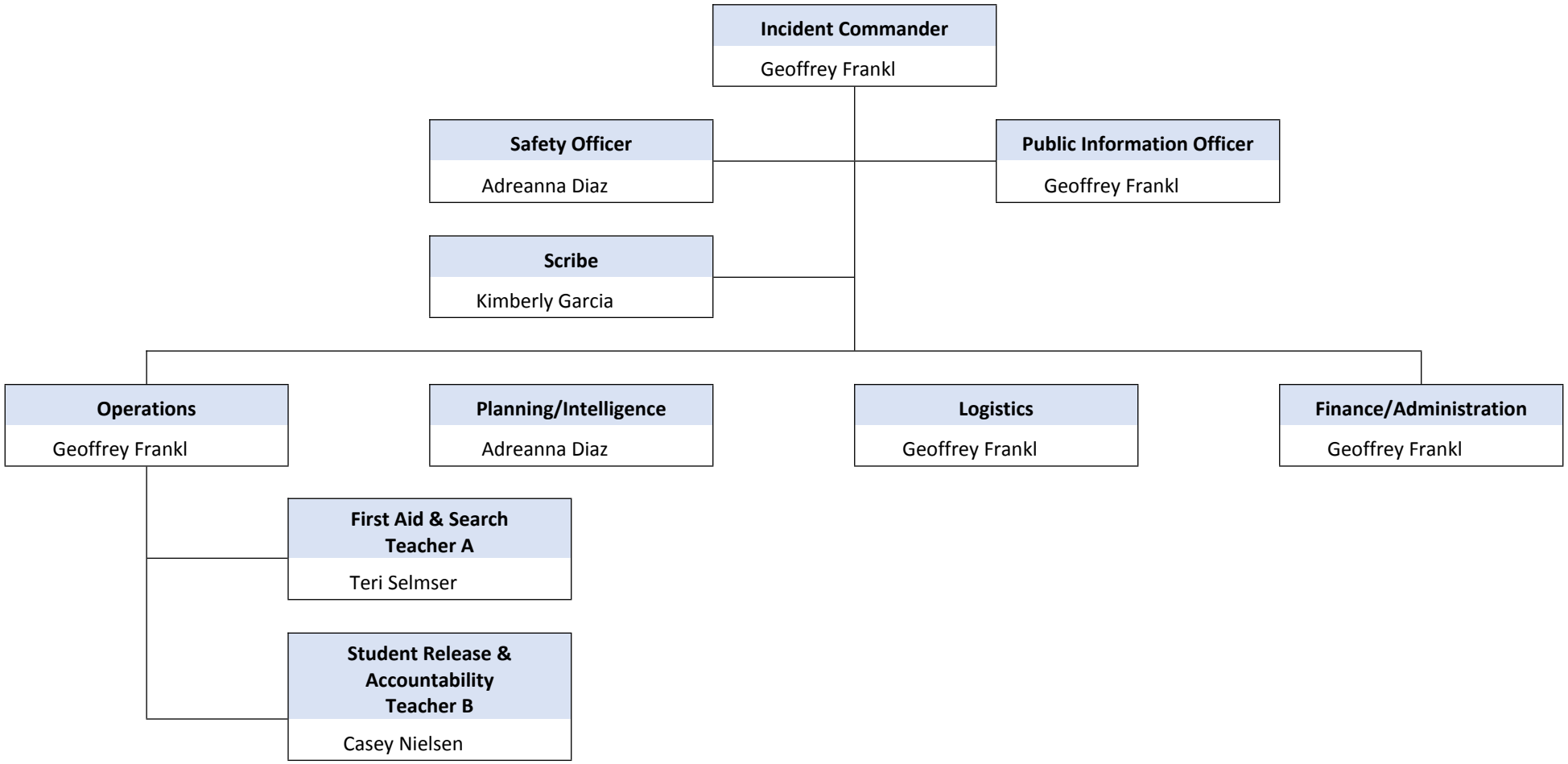
Create a report and recommendations for improvement
The report should include documentation on successful prevention efforts and resources the school has already implemented along with the potential risks and areas of weakness identified during the assessment.

Emergency Contact Numbers

Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	VC Fire Station 42	(805)371-1111 ext 42	
Law Enforcement/Fire/Paramedic	Moorpark Police Department	(805)532-2700	
Public Utilities	SoCal Edison	(800)655-4555	
School District	Moorpark Unified School District	(805)378-6300	
Public Utilities	SoCal Gas	(800)427-2000	
Public Utilities	VC Waterworks	(805)378-3000	

IvyTech Charter School Incident Command System



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:

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

If they are not already aware of the situation, students and/or staff will notify the school administrator of any emergencies. The Administrator will confirm that there is indeed an emergency and its type.

Step Two: Identify the Level of Emergency

Administrator will identify if the emergency requires assistance from outside agencies (e.g. police or fire/rescue) or if it can be handled internally.

- Level 1 Emergency: A minor emergency that is handled by school personnel without the assistance from outside agencies, e.g., a temporary power outage, a minor earthquake, or a minor injury.
- Level 2 Emergency: A moderate emergency that requires assistance from outside agencies, such as a fire or a moderate earthquake, or a suspected act of terrorism involving a potentially hazardous material, e.g., "unknown white powder."
- Level 3 Emergency: A major emergency event that requires assistance from outside agencies such as a major earthquake, civil disturbance or a large-scale act of terrorism.

Step Three: Determine the Immediate Response Action

Administrator will determine the appropriate immediate response to the emergency.
Common immediate response actions initiated during school emergencies are:

- Duck & Cover: Students and staff protect themselves by crouching under a table, desk, or chair until the danger passes.
- Shelter in Place: Students and staff are kept indoors in order to isolate them from the outdoor environment. The heating and air conditioning system is also shut down.
- Lock Down: Students and staff are kept in a designated locked area until a danger has passed, such as an intruder being on campus.
- Evacuate Building: Students and staff are escorted outside to an assembly area if it has been determined that it is too dangerous to remain indoors.
- Evacuate Campus: Students and staff are escorted to an off-site assembly area if it has been determined that it is too dangerous to remain on campus.
- All Clear: Notification is given that normal school operations should resume.

Step Four: Communicate the Appropriate Response Action

Administrator will coordinate communication between staff and students and will direct them towards appropriate actions in response to the emergency.

- Duck & Cover: Immediately use the site's school-wide communication system to instruct students and staff to protect themselves by moving into a "duck & cover" position by crouching under a table, desk, or chair until the danger passes. Time is the most urgent matter with this response action as the emergency may take place before the announcement can be made. However, do not assume that all members of the site are already in a "duck & cover" position. Make the announcement even if the immediate crisis has passed.
- Shelter in Place: Immediately use the site's school-wide communication system to instruct students and staff that they

are to stay indoors until further notice, even if the heating and air conditioning system is disabled.

- Lock Down: Immediately use the site's school-wide communication system to instruct staff to lock all exterior doors, to close any open windows, and to keep students as far away as possible from any windows until further notice.

- Evacuate Building: Immediately use the site's fire alarm bell system to notify students and staff that they are to proceed to the site's outside assembly area.

- Evacuate Campus: Immediately use the site's fire alarm bell system to notify students and staff that they are to proceed to the site's outside assembly area. From there, notify staff and students using a bullhorn that it has been determined that it is too dangerous to remain on campus. Provide instructions on how staff and students will be relocated.

- All Clear: Use the site's school-wide communication system to notify staff and students that normal school operations should resume.

Types of Emergencies & Specific Procedures

Aircraft Crash

The administrator or designee will initiate appropriate actions, which may include Duck & Cover, Shelter-in-Place, Evacuate Building, or Evacuate Campus depending on the nature of the accident, the location of damage, and the existence of any chemical and/or fuel spills.

If an aircraft falls near the school, take the following actions:
Keep students and staff at a safe distance from the aircraft due to the possibility of explosives. If outside, take students as far from the crash scene as possible.

- Notify 9-1-1 of the explosion or crash
- Assist any injured requiring first aid treatment
- If necessary because of fire, building damage etc., evacuate building
- Assist any persons who would have physical problems evacuating the building.
- Go to an outdoor evacuation/assembly area which is hazard free and not affected by the explosion or crash.
- Keep fire lanes, streets and walkways open for emergency responders.
- Stay in the assembly area and account for all personnel and students.
- Do not return to buildings until authorized by fire department or Director/Principal.
- Dismiss students as appropriate.

Animal Disturbance

This procedure should be implemented when the presence of a coyote, mountain lion, or any other wild animal threatens the safety of students and staff. The administrator or designee will initiate appropriate actions, which may include Lock Down or Evacuate Building. Administration may contact authorities as necessary.

Armed Assault on Campus

An assault is the intentional infliction of or attempt to inflict bodily harm upon another person. This involves one or more individuals who attempt to take hostages or cause physical harm to students and staff. Such an incident may involve individuals who possess a gun, a knife or other harmful item. The administrator or designee will decide the appropriate response, which may include Shelter-in-Place, Lock Down, Evacuate Building, or Evacuate Campus.

Early intervention may reduce or eliminate escalation of the incident.

When an assault occurs:
Staff

- Notify administration
- Ensure the safety of students and other staff
- Work as a team in response
- Use a calm voice and low tones in addressing the assailant
- If behavior escalates, shout “Stop!” and continue to use a calm voice
- Disperse onlookers and keep others from congregating
- Ensure first aid is rendered to all injured parties (see Medical Emergency procedures)
- Do not leave the victim alone
- Seal off area to preserve evidence for law enforcement
- Identify the assailant by name and description (e.g. clothing, height)
- If the assailant has left the building, determine direction and mode of travel
- If assailant leaves in a vehicle, provide a description of the vehicle and license number

- Identify any witnesses

Administration
- Call 911 and notify law enforcement
- Give type and number of injuries
- Advise if the assailant(s) is/are still in the building or on the property
- Give name and description of the assailant
- Give direction and mode of travel (vehicle type and description)
- Consider lockdown procedures
- Notify parents or legal guardians of students involved
- Make appropriate referrals to student services or student assistance team
- Document all actions that were taken by staff and complete incident reports

Biological or Chemical Release

Biological and chemical weapons are unconventional warfare tactics that can be deployed upon the public with little or no notice. Such weapons typically involve microscopic materials that may be organic or synthetically manufactured in laboratories. Biological or chemical weapons can be in powder form, liquid, or vaporous. Agents used in biological/chemical attacks include, but are not limited to: anthrax, smallpox, other harmful viruses, various forms of nerve gas, tear gas, and other vaporous irritants. Pranks using stink bombs should also be considered a chemical weapons attack. There are several possible dispersion techniques to deliver biological and chemical agents.

The following procedures should be utilized in the event of an assault involving biological or chemical weapons.
Any possible biological/chemical weapons assault should be reported immediately to the Administration.

If the agent is delivered via aircraft:
- All staff and students should be moved indoors.
- Keep students inside and take roll.
- Close and secure all doors and windows.
- Ensure that the HVAC is shut down.
- Cover vents with plastic or thick paper using tape to create a seal.
- Inspect all windows and doors for cracks, gaps, or holes. Cover any with plastic or thick paper using tape to create a seal.
- Remain in this area until notified to leave by the Administration, or officers of emergency response agencies.
- Immediately report any injuries or illnesses to the Administration or officers of emergency response agencies.

If the agent is delivered via a dispersion device that is outdoors:
- All staff and students should be moved indoors.
- Keep students inside and take roll.
- Close and secure all doors and windows.
- Ensure that the HVAC is shut down.
- Cover vents with plastic or thick paper using tape to create a seal.
- Inspect all windows and doors for cracks, gaps, or holes. Cover any with plastic or thick paper using tape to create a seal.
- Remain in this area until notified to leave by the Administration, or officers of emergency response agencies.
- Immediately report any injuries or illnesses to the Administration or officers of emergency response agencies.

If the agent is delivered via dispersion device that is indoors:
- All staff and students should be evacuated to the school's normal outdoor evacuation assembly area unless that area may be affected by the assault. Role should be taken.
- Remain in this area until notified to leave by the Administration, or officers of emergency response agencies.
- The HVAC system should be shut down.

If the agent is delivered via the school's HVAC system:

- All staff and students should be evacuated to the school's normal outdoor evacuation assembly area unless that area may be affected by the assault. Role should be taken.
- Remain in this area until notified to leave by the Administration, or officers of emergency response agencies.
- The HVAC system should be shut down.

Bomb Threat/ Threat Of violence

This protocol is enacted upon:
Discovery of a suspicious package on campus grounds

Signs of a Suspicious Package

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

Receipt of a threatening phone call that may or may not present a risk of an explosion.

- Remain calm. Keep the caller on the line for as long as possible. DO NOT HANGE UP.
- Listen carefully. Be polite and show interest.
- Try to keep the caller talking to learn more information.
- Alert someone else to call 911

The person answering the threat call should ask the questions listed on the "Bomb Threat Checklist".

- WHERE IS THE BOMB LOCATED?
- WHEN WILL IT GO OFF?
- WHAT KIND OF BOMB IS IT?
- WHAT WILL MAKE IT EXPLODE?
- DID YOU PLACE THE BOMB?
- WHY?
- WHAT IS YOUR NAME?

In coordination with law enforcement, the administrator or designee will initiate appropriate actions, which may include Duck & Cover, Lock Down, or Evacuation.

Notification Procedures:
The Administration will notify local law enforcement's office.

School Site, communicate information to the following in this order:

- School Site Director/Principal
- Registrar/Office Manager
- Teachers
- Support Staff

Staff will strictly follow the above notification procedures and will not discuss or notify others of the bomb threat since this may create an unwarranted panic response at the facility.

Action Plan Procedures
If required to develop an action plan, the Administration may consult with the following: other administrators, lead teacher, building ownership utilizing their expertise.

If the location of the bomb is not specifically designated, students will be kept in the classroom.
The Administration will make the decision to evacuate the building. However, if possible, this decision should be made in conjunction with law enforcement authorities after they arrive at the site.

Assist any persons who would have physical problems evacuating the building.
The decision to search the building will be made in conjunction with law enforcement authorities and performed by them.
Reoccupation of an evacuated building will be authorized by the Administration only after consulting with law enforcement authorities.

Bus Disaster

Emergencies occur without warning and vary in their level of risk and severity. During any emergency situation bus drivers must be able to focus on all of the interrelated pieces of a particular emergency. While each situation will be different and could have many parts, the driver will need to stay focused on their responsibility and work towards providing a safe environment for all passengers regardless of their involvement in the emergency.

IN LIFE-THREATENING SITUATIONS
Bus drivers are empowered to deviate from the roles described in this plan including the order of these actions, whenever doing so is likely to reduce the risk of serious injury or death.

- Call Bus Dispatch.
- Keep students on the bus unless you need to get them off for safety reasons.
- If off the bus, keep students together. Take steps to supervise them and keep them from wandering off.
- Account for all students. Make a written list in a seating chart format of all students.
- Do not release students to neighbors, parents or other family members and do not allow them to leave the scene or walk home.
- Call Bus Dispatch for guidance if a parent insists on taking their child.
- Continue supervising students, working to keep students calm.
- Prepare students for a possible transfer to another bus.

If bus must be evacuated:
- Call Bus Dispatch.
- Secure the bus: shut off motor, set brake and remove keys.
- Determine the appropriate evacuation route such as: front door, side doors, rear exit, roof hatch or windows. If necessary, the windshield and rear glass panels can be kicked out.
- Choose an assembly area at least 100-200 feet from danger, usually up-wind. Keep in mind that if the emergency occurred due to weather or other environmental conditions, other vehicles may lose control in the same place. Vehicles passing by may be distracted by the situation and cause additional crashes.
- Identify student helpers to stand by the emergency exits and help students get off safely. Assign other helpers to lead students to the assembly area and keep everyone together.
- Instruct students to evacuate and where to assemble. In cases when time is of the essence, instruct students to leave personal belongings on the bus.
- Check each seat and floor area to be sure everyone is off the bus.
- Leave the bus last, with the emergency packet, first aid kit, and cell phone, (if available).
- Gather with and keep the students together at the assembly area.
- Follow Student Accountability and Release procedures.
- Do not reenter the bus until cleared by Bus Dispatch or appropriate authorities.

STUDENT ACCOUNTABILITY:
Accounting for and supervising students is easiest if you are able to keep passengers on the bus. If you have to evacuate the bus for safety reasons, determine how to corral passengers and keep them together. Consider assigning student leaders or a buddy system to assist with accountability. Pick an area outside of the bus and tell your students that is where they must stay. “Ok everyone, we need to stay by the big oak tree.”

STUDENT RELEASE:
This is a time that anxious family members may try to intervene and come to their child’s rescue. Do not release students at the scene and do not allow students to leave, including older students. It is important to follow the procedures outlined below to help prevent students from being released to people not authorized to pick them up. The school keeps a list of who is authorized by law to retrieve individual students in emergency situations. Explain to the parents about the schools protocol. Consider asking for the parents help in comforting the children and corralling them. By giving the parents something to do it makes them feel like a part of the solution and not a part of the problem. Depending on the emergency situation, another bus may come to take students back to their school of origin for proper release to parents or guardians or students may be transported by bus directly home. In other situations, students may be brought to the nearest designated “shelter” school.

Cardiac Arrest

To provide immediate, coordinated response in the event a student, staff member, or visitor experiences cardiac arrest on school grounds, ensuring timely medical intervention and use of the Automated External Defibrillator (AED).

Immediate Response Steps

- Assess the Situation

-Check for responsiveness and normal breathing.
-If the individual is unresponsive and not breathing normally, call 911 immediately.
-Assign someone to retrieve the AED from the main office.

- Begin CPR

-Initiate cardiopulmonary resuscitation (CPR) immediately if trained staff are available.
-Follow standard CPR guidelines: 30 chest compressions followed by 2 rescue breaths (or hands-only CPR if not trained in breaths).

- AED Deployment

-Bring the AED to the patient as quickly as possible.
-Turn on the AED and follow the voice prompts.
-Apply pads to the patient’s bare chest according to the diagram on the AED.
-Ensure no one is touching the patient while the AED analyzes or delivers a shock.

- Continue Care

-Continue CPR and AED use until one of the following occurs:
~The individual shows signs of life (breathing, movement)
~Trained EMS personnel arrive and take over
~The responder is physically unable to continue

- Clear the Area

-Ensure other students and staff are moved to a safe distance.
-Maintain a calm environment and support bystanders as needed.

Notification and Follow-Up

- Emergency Contacts

-Immediately notify school administration.
-Contact the student’s/employee’s family or emergency contacts as soon as possible.

- Documentation

-Complete an incident report documenting the event, actions taken, and any outcomes.
-Record AED usage details (time applied, shock delivered, response observed).

- Post-Incident Review

-Conduct a debrief with involved staff to review procedure effectiveness.
-Replenish AED supplies and inspect equipment for readiness.

-Provide counseling support for students or staff who may have witnessed the event.

Training Requirements
All staff are encouraged to maintain current CPR and AED certification.
Staff will receive annual training and refresher sessions on emergency response protocols, including AED use and cardiac arrest response procedures.

Disorderly Conduct

Any threatening disturbance should be reported immediately to the Administration. This involves a student or staff member exhibiting threatening or irrational behavior who does not have a weapon. The administrator or designee will initiate appropriate actions, which may include Shelter-in-Place, Lock Down, Evacuate Building, or Evacuate Campus.

If the disturbance is affecting normal school or facility operations, the Administration should notify law enforcement authorities immediately.
As necessary, alert all site employees of the situation by phone.

Site staff must follow the instructions below:
If you are inside:

- Close and lock all doors and windows immediately upon notification of situation
- Keep all students inside and take roll
- If feasible, move all students to a center point and keep low to the ground. Stay away from all doors and windows.
- Never open the door or window to anyone
- Keep students inside classroom, regardless of lunch or recess until you are told by the Administration that the situation has been resolved.

If you are outside:

- Immediately have students and staff seek shelter if it is safe to do so. Drill with students and staff to go to the nearest room to them.
- If shelter is not available, ensure students lie flat on the ground immediately.
- Children in restrooms should be instructed to stay there until directed to exit by the Administration.

If situation is violent and may include the use of firearms, the Administration should instruct all staff and students to lie face down on the floor and remain immobile.

Administration and staff must follow all instructions given by responding law enforcement.

Earthquake

Earthquakes occur without warning and may cause minor to serious ground shaking, damage to buildings, and injuries. It is important to note that even a mild tremor can create a potentially hazardous situation. The administrator or designee will initiate appropriate actions, which may include Duck & Cover, Evacuate Building, or Evacuate Campus.

Indoors

- DUCK, COVER, AND HOLD.
- Get under desk or table. Move away from windows and objects that could fall. Stay under desk or table until shaking stops.

Outdoors

- Move away from building, utility poles and vehicles. Avoid all down wires or electrical lines. Do not run.

General

- Be prepared for immediate aftershocks and ground motion
- Evaluate immediate area for earthquake related hazards (fire, building collapse, gas leaks, broken electrical lines, wires etc.)
- Evaluate immediate area (classroom, etc.) for injuries or medical aid situations.
- Call 9-1-1, if you have an immediate emergency such as a fire or serious injury.
- Assist injured with First Aid treatment
- Do not evacuate buildings or vehicles unless you have a hazard-related reason to do so.
- Conduct a headcount to account for all personnel and students
- Assist any police or fire units that respond to your location

Explosion or Risk Of Explosion

This involves an explosion on school property, the risk of an explosion on school property, an explosion or risk of explosion near the school, or a nuclear explosion involving radioactive materials. The administrator or designee will initiate appropriate actions, which may include Duck & Cover, Shelter-in-Place, Evacuate Building, or Evacuate Campus.

- Notify 9-1-1 of the explosion or risk.
- Assist any injured requiring first aid treatment
- If necessary, because of fire, building damage, etc., evacuate the building
- Assist any persons who would have physical problems evacuating the building.
- Go to an outdoor evacuation/assembly area that is hazard-free and not affected by the explosion or crash.
- Keep fire lanes, streets, and walkways open for emergency responders.
- Stay in the assembly area and account for all personnel and students.
- Do not return to buildings until authorized by the fire department or an Administrator.

Extreme Weather

Extreme weather may include, but is not limited to:

- Extreme heat
- Poor air quality / wildfire smoke
- Severe storms and high winds
- Flooding
- Power outages related to weather
- Cold weather hazards (if applicable)

The goals of this plan are to:

- Maintain student and staff safety during hazardous weather
- Minimize disruption to school operations when possible
- Provide timely communication to families and staff
- Ensure appropriate sheltering or reunification if needed
- Coordinate with local emergency and public health agencies

Roles and Responsibilities
Director / Principal (Incident Lead)

- Monitoring weather conditions and issuing emergency directives
- Activating emergency procedures (shelter, evacuation, early dismissal)
- Communicating with families, staff, and emergency partners
- Coordinating reunification or closure decisions

Front Office Staff

- Maintain updated emergency contact information
- Support communication and visitor management
- Track student release and reunification procedures

Teachers and Staff

- Supervise students at all times
- Follow shelter-in-place or evacuation instructions
- Report student health concerns immediately

School Safety Team

- Conduct periodic drills and preparedness checks
- Ensure emergency supplies and equipment readiness

Preparedness Measures

ITCS shall maintain readiness through:

- Monitoring National Weather Service alerts and local emergency guidance
- Maintaining emergency supplies (water, first aid, flashlights, radios)
- Ensuring indoor shelter areas are available
- Reviewing procedures annually with staff
- Providing training on weather-related health risks (heat illness, smoke exposure)

Response Procedures by Weather Type

1. Extreme Heat Emergency Procedures

Extreme heat may be declared when temperatures create unsafe outdoor conditions, especially during heat advisories or excessive heat warnings.

Actions

- Outdoor activities may be modified or canceled
- Students will remain indoors in shaded or cooled spaces
- Staff will encourage frequent hydration breaks
- Vulnerable students (asthma, medical needs) will be monitored closely

Heat Illness Response

Staff shall watch for symptoms such as:

- Dizziness
- Headache
- Nausea
- Confusion
- Excessive sweating or fainting

If heat illness is suspected:

- Notify the front office immediately
- Move student to a cool area
- Provide water if alert
- Call 911 if symptoms are severe

2. Wildfire Smoke / Poor Air Quality Procedures

Monitoring

ITCS will monitor the Air Quality Index (AQI) through local public health or AirNow.gov guidance.

Response Levels

- AQI 0–100: Normal operations
- AQI 101–150: Limit outdoor activity
- AQI 151–200+: Indoor-only activities, consider closure

- AQI 200+: Possible school closure or emergency dismissal

Actions
- Keep students indoors with windows and doors closed
- HVAC systems will be adjusted as appropriate
- Students with asthma or respiratory conditions will receive priority monitoring
- Masks may be made available when recommended

3. Severe Storms and High Wind Procedures
Severe storms may include heavy rain, lightning, or damaging winds.
If high winds or lightning occur:
- Students will be brought indoors immediately
- Outdoor areas will be closed
- Shelter-in-place may be initiated if conditions worsen

Staff shall avoid placing students near:
- Glass doors
- Large windows
- Outdoor structures

4. Flooding or Heavy Rain Procedures
Flooding hazards may occur during storms or infrastructure failure.
Actions
- Avoid walking students through flooded areas
- Monitor entrances and low-lying areas
- If evacuation routes are unsafe, shelter-in-place will be used
- Coordinate with local emergency services if conditions worsen
- Early dismissal may be considered if safe travel becomes a concern.

5. Weather-Related Power Outage Procedures
If power is lost due to extreme weather:
- The Principal/Director will assess building safety
- Emergency lighting and flashlights will be used
- Classes may be consolidated into supervised safe areas
- Office staff will maintain communication via backup systems
- If conditions cannot support safe operations, dismissal or closure will be initiated.

School Closure, Early Dismissal, and Reunification
Closure Decisions
The Director/Principal will determine closure or early dismissal based on:
- Local emergency orders
- Transportation safety
- Building conditions
- Air quality or temperature thresholds

Family Notification
Families will be notified via:
- Phone/text/email alert system
- School website updates
- Staff communication channels

Student Release
Students will only be released through established reunification procedures:
- Verified emergency contacts

- Sign-out documentation
- Controlled front office process

Communication Protocols
During extreme weather emergencies, ITCS will provide timely updates to:

- Parents/guardians
- Staff and faculty
- Governing Board (as appropriate)
- Local emergency agencies when required

All communications will prioritize:

- Accuracy
- Calm, clear instructions
- Student privacy protections

Fire in Surrounding Area

This procedure addresses the situation where a fire is discovered in an area adjoining the school. The initiated response actions should take into consideration the location and size of the fire, its proximity to the school, and the likelihood that the fire may affect the school. After calling the local fire department in an effort to determine the seriousness of the fire, the administrator or designee will initiate appropriate actions, which may include Shelter-in-Place, Lock Down, Evacuate Building, or Evacuate Campus.

Air Quality Concerns
When a wildfire occurs nearby, the decision to close or evacuate a school is straightforward. However, wildfire smoke can settle hundreds of miles from the location of the fire and impact the health of students and school operations. Air quality is an important consideration for schools in terms of student activities. Local air districts are available to assist schools with understanding local air quality concerns and actions they can take to protect student health.

If you are inside:
Close all doors and windows immediately upon notification of the situation
Keep all students inside
Assist any persons who would have physical problems navigating around the building.
Keep students inside the classroom, regardless of lunch or recess, until you are told by the Administration that the situation has been resolved.

If you are outside:
Immediately have students and staff seek shelter if it is safe to do so.
Assist any persons who would have physical problems evacuating to safety.

Fire on School Grounds

This procedure addresses situations where a fire is discovered on school grounds. A quick response to this situation is very important to prevent injuries and further property damage. Upon discovery of a fire, teachers or staff will direct all occupants out of the building, signal the fire alarm, and report the fire to the administrator or designee. The administrator or designee will immediately initiate the Evacuate Building action.

- Call 9-1-1 to report a fire, stay in one line and give specific information (name, address of school or facility).
- Utilize the manual pull station to activate the building alarm system and evacuate the building when you hear an alarm.
- In the event of a small fire, notify 9-1-1 and then use the nearest fire extinguisher to control the fire if you have been trained in its use.
- Do not attempt to fight large fires; call 9-1-1 and evacuate the building.

- Assist students in building evacuation and proceed to the outdoor school evacuation area or areas.
- When evacuating buildings, walk, do not run.
- Do not use elevators for building evacuation or in an emergency.
- If heavy smoke is present, crawl or stay near the floor for breathable air.
- Assist any individuals who would have physical problems evacuating the building.
- Stay in the designated assembly area and account for all personnel and students.
- Do not block fire lanes or areas used by the fire department.
- Do not reenter the building until authorized by the fire department or the Administrator.
- If the fire is off-site, wait for instructions from the Administrator.

Flooding

This applies whenever storm water or other sources of water inundate or threaten to inundate school grounds or buildings. Flooding may occur as a result of prolonged periods of rainfall, where the school would have sufficient time to prepare. Alternatively, flooding may occur without warning, as a result of damage to water distribution systems, or a failure of a nearby man-made dam.

Flooding or Heavy Rain Procedures
Flooding hazards may occur during storms or infrastructure failure.
Actions

- Avoid walking students through flooded areas
- Monitor entrances and low-lying areas
- If evacuation routes are unsafe, shelter-in-place will be used
- Coordinate with local emergency services if conditions worsen
- Early dismissal may be considered if safe travel becomes a concern.

Loss or Failure Of Utilities

This addresses situations involving a loss of water, power or other utility on school grounds. This procedure should also be used in the event of the discovery of a gas leak, an exposed electrical line, or a break in sewer lines.

Procedure
The administrator or designee will investigate the cause of the loss of utility.
Contact appropriate emergency services
ISSquared Network
(805)371-0585

AT&T Internet
(800)288-2020

SoCal Edison
(800)655-4555

SoCal Gas
(800)427-2000

VC Waterworks
(805)378-3000

Red Hat Plumbing
(805)994-6633

The administrator or designee will initiate appropriate actions, which may include Shelter-in-Place or Evacuate Building depending on the impact the utility loss will have on learning and school functionality.

Motor Vehicle Crash

This procedure addresses situations involving a motor vehicle crash on or immediately adjacent to school property. Given the nature of the crash, there may also be a danger from a fuel spill, which should be considered when deciding which action(s) to take.
The administrator or designee will initiate appropriate actions, which may include:

- Duck & Cover
- Shelter-in-Place
- Evacuate Building
- Evacuate Campus

Pandemic

General Guidelines:

- Do not enter this facility if you have a cough, fever, or any symptoms of illness.
- Masks are required at all times inside.
- All students & adults must wear a mask outdoors when they are within 6 feet of other students.
- Administration has the discretion to make more restrictive masking requirements outdoors if necessary.
- Sneeze and cough into a cloth or tissue or, if not available, into one's elbow.
- Do not shake hands or engage in any unnecessary physical contact.
- Break rooms, bathrooms, and other common high-touch surfaces are being cleaned and disinfected daily.
- Soap, water and paper towels are available in all restrooms.
- In cases where soap and water are not readily available, hand sanitizer stations will be provided.
- Proper handwashing technique, avoiding contact with one's eyes, nose, and mouth, and covering coughs and sneezes will be taught and reinforced.
- Signage in high visibility areas to remind students and staff of proper techniques for handwashing, covering of coughs and sneezes, wearing of face coverings and other prevention measures will be posted.
- Adequate supplies of soap, tissues, face coverings, and hand sanitizers are provided.
- Suspend or modify the use of site resources that necessitate sharing or touching items.

Face Coverings

- Students and staff will follow CDC, CDPH, and VCPH guidance on masking.
- Administration has the discretion to make more restrictive masking requirements outdoors if necessary.
- Staff and students will be instructed on the appropriate use and care of face coverings.
- Staff and students will use their own face covering so long as it provides adequate coverage of the nose and mouth.
- A face covering will be provided to staff and students who need one.

Cleaning and Disinfection Strategy

- In addition to the cleaning protocols specified in this plan, high-touch shared surfaces will be cleaned and disinfected daily on a regular cleaning schedule using an EPA-approved disinfectant.
- Prioritized cleaning - high-touch surfaces at least once per day; if the space is a high traffic area, it may be cleaned more frequently or disinfected in addition to cleaning. Frequently touched surfaces to be included are

i. door handles
ii. light switches
iii. sink handles
iv. bathroom surfaces
v. tables
vi. chairs

vii. desks

- Employees tasked with cleaning and disinfection will be provided with the appropriate training and personal protective equipment.
- Every reasonable effort will be made to ensure disinfection will take place when students are not present to avoid student exposure.
- Proper ventilation will be used when conducting disinfection to reduce employee exposure.
- Surfaces will be cleaned using general purpose spray cleaner, if necessary.

Psychological Trauma

When the administrator or designee determines that there has been an event that causes a psychological impact on students and/or staff, such as an act of violence; the death of a student or staff member; an earthquake or other natural disaster; a serious environmental problem; or ethnic and racial tensions, he or she should contact the Superintendent at the district office to request the services of outside counselors.

Emergencies like these usually produce one or more of the following conditions:

- temporary disruption of regular school functions and routines,
- significant interference with the ability of students and staff to focus on learning,
- physical and/or psychological injury to students and staff,
- concentrated attention from the community and news media.

As a result of such emergencies, students and staff may exhibit a variety of psychological reactions. As soon as the physical safety of those involved has been ensured, attention must turn to meeting the emotional and psychological needs of others.

Suspected Contamination of Food or Water

This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by central District staff or local agencies.

Indicators of contamination may include unusual odor, color, taste, or multiple employees with unexplained nausea, vomiting, or other illnesses.

Procedure:

- The administrator or designee will isolate the suspected contaminated food/water to prevent consumption, and will restrict access to the area.
- The administrator or designee will investigate the source of the contamination and develop a response plan appropriate to the situation.
- Meanwhile, a list will be made of all potentially affected students and staff, which will be provided to responding authorities.
- Law enforcement should be contacted if there is evidence of individuals purposefully contaminating the food or water source.

Tactical Responses to Criminal Incidents

Notwithstanding the process described above, any portion of a comprehensive safety plan that includes tactical responses to criminal incidents that may result in death or serious bodily injury at the school site, including steps to be taken to safeguard students and staff, secure the affected school premises, and apprehend the criminal perpetrator(s), shall be developed by district administrators in accordance with Education Code 32281. In developing such strategies, district administrators shall consult with law enforcement officials.

When reviewing the tactical response plan, the Board may meet in closed session to confer with law enforcement officials, provided that any vote to approve the tactical response plan is announced in open session following the closed session. (Education Code 32281)

Unlawful Demonstration or Walkout

Demonstrations on school property could be deemed trespassing. The school administrators may have persons removed from school property as trespassers if they are not authorized to be there.

Demonstration Procedure
Staff

- Notify administration

Administration

- Notify and consult with law enforcement in developing a plan of action (if required)
- Notify building staff
- Encourage staff not to participate in student-led or public demonstrations and to maintain the learning environment
- Monitor the situation and make decisions based on developing information
- Consider communication venues (e.g. website posting, email)
- Consider lockdown with warning procedures
- Ensure safe entry into and exit from the building
- The administrator or designee will initiate the Shelter-in-Place action.
- Students who ignore this action and leave campus, and the time entered or departed will be noted.
- If students leave the campus, the administrator or designee may designate appropriate staff members to accompany them.

-These staff members will attempt to guide and control the actions of students while offsite.
-The administrator or designee should proceed in good judgment on the basis of police or other legal advice, in taking action to control and resolve the situation.

Walkouts
Students that participate in unsanctioned or authorized walkouts may be subject to disciplinary actions and/or maybe counted as absent depending on the situation. Students that disrupt the learning environment of others, may be asked to remove themselves from the campus for the remainder of the school day. A school administrator will monitor the walkout to ensure the safety of students, staff, and the campus.

Emergency Evacuation Map

IN AN EMERGENCY...

- Assess situation
- Collect students
- Determine proper response
- Locate safest exit point
- Direct students out of building
- Gather students at Point A or B
- Take Roll
- Stay with students
- Wait for Administrator

DROP & COVER

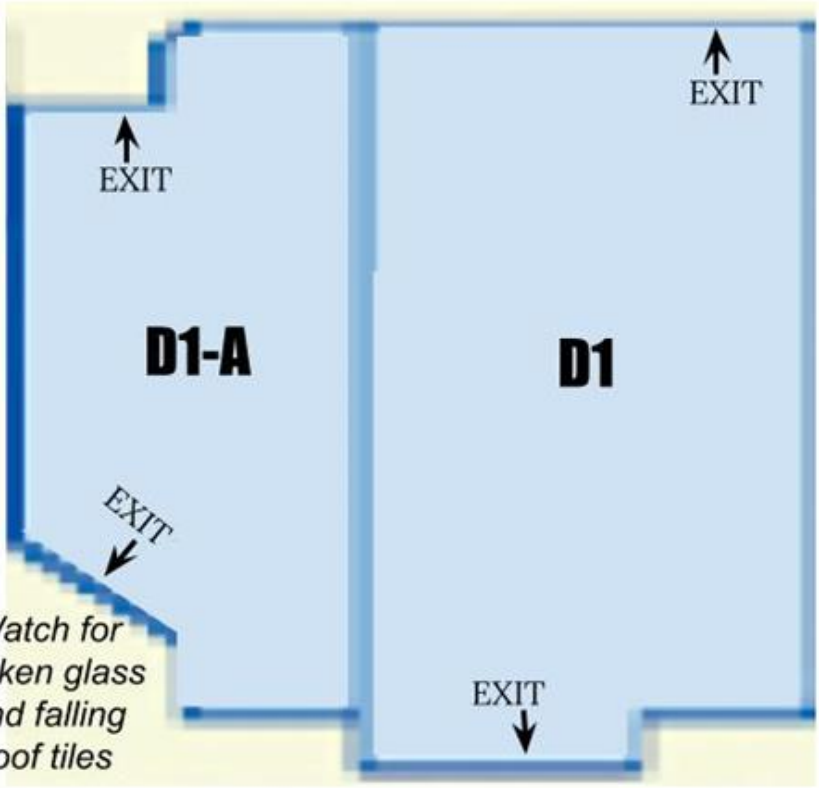
Used in the event of an earthquake, explosion, or any event that shakes the school.

- DROP low to the ground and as far away from windows as possible.
- COVER under sturdy furniture.
- After shaking stops wait 60 seconds and evacuate.
- Report to assembly areas outside.

LOCKDOWN

Used in response to an armed or dangerous person at the school.

- Gather people in your area away from windows/glass.
- Close and lock classroom doors/blinds.
- Turn off lights, get down, and be quiet.
- If possible, exit and report to assembly areas outside.



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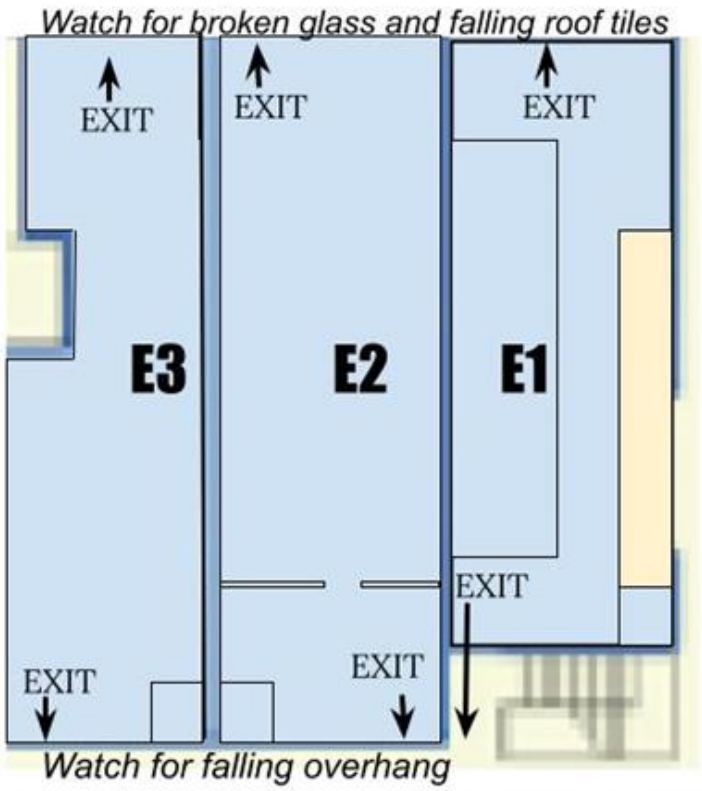

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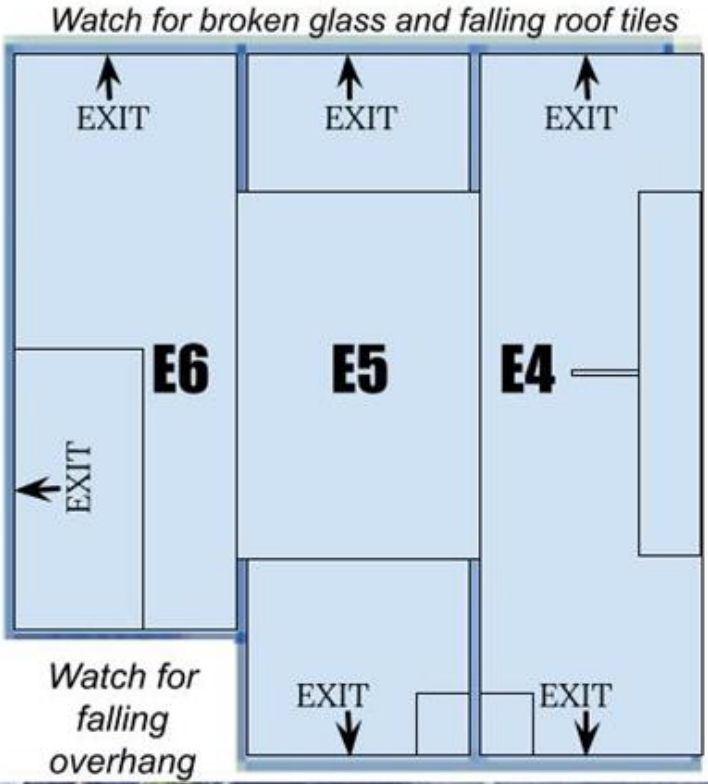

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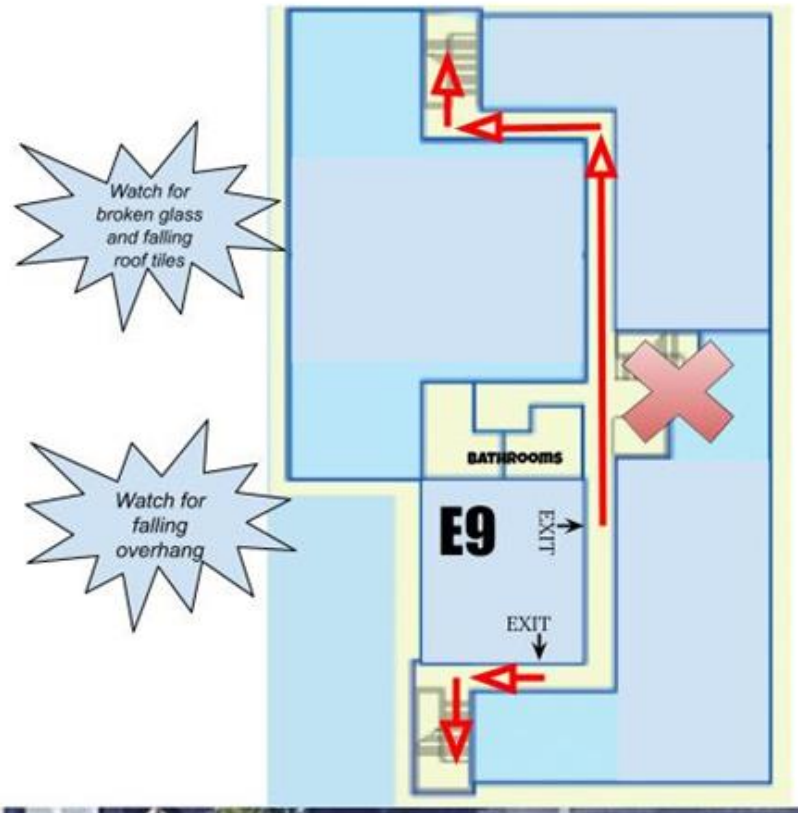

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