

**VENTURA CHARTER SCHOOL OF ARTS AND GLOBAL EDUCATION**  
**SCHOOL SAFETY AND EMERGENCY PREPAREDNESS PLAN**

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**Emergency Contact Information page**

**INCIDENT COMMANDERS:** Director of Operations & Director of Education

**COMMAND CENTER LOCATION:** Office

**ALTERNATIVE COMMAND LOCATION:** 302 Franklin Lane, Ventura (house office).

**RELEASE OF STUDENTS LOCATION:** VCS Parking Lot by De Anza Gym

**ALTERNATIVE LOCATION:** Front of DATA, 2060 Cameron St. Vta- north staff parking lot

**PHONE NUMBERS**

**PUBLIC UTILITIES**

**Emergency – 911**

**Electricity** 1-800-611-1911 (*So. Calif. Edison*)

**Non-Emergency Police - 339-4399**

**Gas** 1-800-427-2200 (*The Gas Company*)

**Fire Marshall: 654-7794**

**Water** 805-652-4500 (*The City of Ventura*)

**County Office of Emergency Services-654-2551**

**DeAnza Office: 641-5165**

**DeAnza Principal:** Hector Guererro: 805-815-1664

**DeAnza Asst. Principal:** Natalie Spevak: 805-320-2493

Ventura USD District Office - 641-5000-(Incident Commander will contact if necessary:

Superintendent x 1013

Deputy Superintendent of Business Services x1202

Risk Manager x 1241

Transportation x 1323

Facilities Services 289-7981

Ventura Police Department

**Main Desk 339-4400**

Traffic 339-4401

**HOSPITALS**

Ventura County 652-6000

Community Memorial 652-5011

American Red Cross 339-2234

**RADIO STATIONS**

Ventura: KVTA 1520 AM

Ventura: KHAY 100.7FM

Spanish KOXR 910 AM

**EMERGENCY WEBSITE INFO**

**Ventura Charter School:** [www.venturacharterschool.org](http://www.venturacharterschool.org)

**Ventura Unified School District** [www.ventura.k12.ca.us](http://www.ventura.k12.ca.us)

**National Weather Service** [www.nwsla.noaa.gov](http://www.nwsla.noaa.gov)

**Ventura County Sheriff** [www.vcsd.org](http://www.vcsd.org)

**EMERGENCY SUPPLIES**

Location/s: In between classrooms 15 &16 (Food, Water, First Aid, Radio, Bathrooms)

Gas wrench: VCS Office/DATA Custodian room C-wing

**WALKIE TALKIE CODES**

10-20 Location

10-4 OK, Acknowledge

Repeat

**STAFF W/WALKIE TALKIES**

Directors of Operations & Education

Office Manager, Administrative Assistant

## Ventura Charter School Emergency Phone Tree

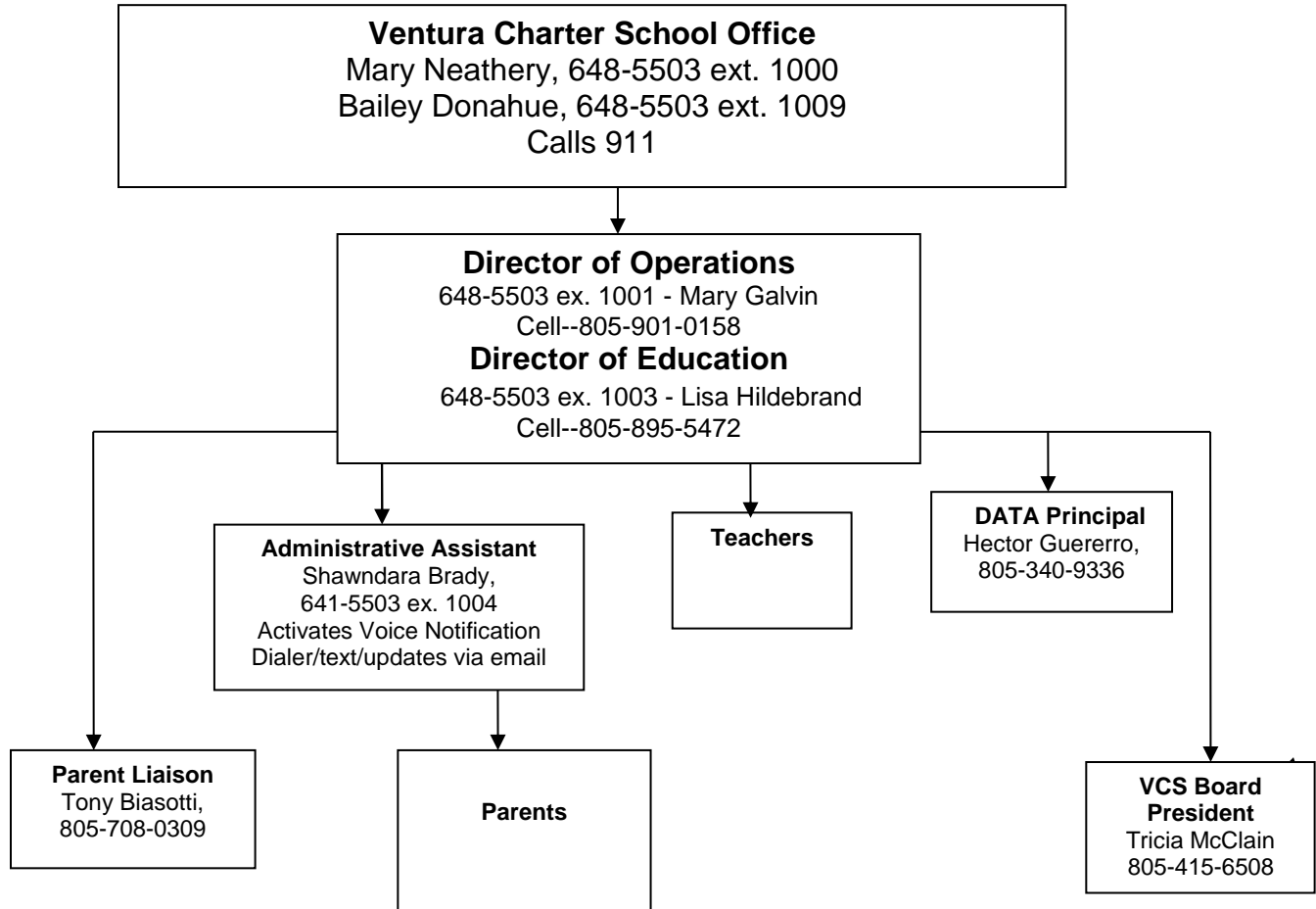
*Continue on Phone-Tree until you give a live person the following information  
(DO NOT USE A VOICEMAIL MESSAGE):*

Location of emergency:

Practice or Real?

Description of emergency:

Time emergency began:



# Emergency Preparedness

## General Guidelines

It is the priority of the Board to ensure the physical and mental safety of all students and staff. The intent of this plan is to clarify school procedures in the case of an emergency. The objectives of our plan are the following:

1. To provide for action, which will minimize injuries and loss of life of students, volunteers, and school and emergency personnel if an emergency occurs during school hours;
2. To provide for maximum use of school personnel and school facilities;
3. To ensure the safety and protection of our students, volunteers and school personnel immediately after a disaster;
4. To arrange for a calm and efficient plan for parents to retrieve their children from school, should it be necessary, following a disaster.

### Practice Drills and Policy Review

Practice drills will be held annually for Duck, Cover, and Hold Procedures as well as for Evacuation Procedures. This policy will be reviewed annually by the Directors and the school safety committee to determine if any updates or additions are necessary.

The School will review this policy annually with staff and conduct annual emergency drills. In the event a disaster should occur when children are at school, the following action plan will be implemented.

### Assigned School Director(s) Will:

1. In the event of a **FIRE**, call 911, supervise the evacuation of the school, and notify the DATA Principal and staff via telephone and/or runner.
2. In the event of an **EARTHQUAKE**, call 911, turn off gas; if there is an electrical problem, turn off electricity; if there are water leaks, turn off water, then notify the DATA Principal and staff via telephone and/or runner.
3. Set up and coordinate a first aid center.
4. Assign available adults to tasks as needed.
5. Inspect buildings for damage.
6. Decide if evacuation to a designated shelter is necessary.

### School Office Assistant Will:

1. If fire alarm: Check red fire alarm box on back wall in office to see where located
2. If telephones are operable:
  - Notify the Ventura police department and/or fire department.
  - Monitor incoming phone calls.
3. Begin phone tree and maintain communication with Ventura Charter School and DATA staff, President of the Board, and outside agencies.

# Disaster Plans

## Lockdown Procedures

Types of Crisis: *Dangerous Intruder, Active Shooter, Drive-by, Riot, Hostage Situation, Death, Bus Accident, Kidnapping or Confrontation of Groups of People*

1. **Signal "Hard Lockdown"** – Office assistant will announce “This is a hard lockdown” over the intercom; Teachers will move students away from the danger quickly, close/lock the classroom doors. Students outdoors will enter the nearest classroom. Help students with disabilities.
2. **Office staff or Directors call 911** (use landline phone, as cell phone contacts California Highway Patrol).
3. **Director(s) Initiate** (or assigns designee to) initiate School phone tree by notifying/calling VCS Office. **Both School Directors will manage the incident or either if one Director is not on campus.**
4. **If students are in classrooms:**
  - a. Lock all doors and windows. Quickly scan hallways and courtyards for students walking by. Once doors are closed they remain closed.
  - b. Assemble students in one area on floor without backpacks or personal belongings
  - c. Close curtains and/or block visibility into classroom with paper, cardboard, plastic sheeting, etc.
  - d. Lights should only be left on if it would help the police search, without compromising the safety of the students.
  - e. Take roll and alert command center of any student not accounted for (telephone, intercom, or e-mail).
  - f. Log on to e-mail for updates and listen to telephone and intercom.
  - g. If evacuated, bring roll sheets. Office staff takes emergency cards to evacuation site.

### **If students are not in classrooms:**

- a. Go to the safest and closest area or room. **DO NOT** try to go to your classroom. Instead enter any available room. Students should follow directions of adults.
  - b. Continue with steps “a-g” above.
5. Place sign in window: All Clear or Help Needed
6. **Follow the directions of law enforcement** and/or other competent authority upon their arrival.
7. **Office staff calls each room to advise teachers if lockdown is real or a drill and checks to make sure all students are accounted for.**
8. **All Clear will be signaled by Director(s).** Only law enforcement can authorize an all clear. It may be hours later.
9. **Director(s) debriefs** staff, parents/community and students.
10. **"Student Release Procedures"** (only send students home before end of day if directed by Director(s);
  - a. Use signs to designate “Request Student Pick-Up Area (or Gate)” and “Release Students Area (or Gate).”

- b. Use signs to direct parents how to line-up (e.g. alpha, grade levels, or room numbers).
- c. Release younger students first.
- d. Use “Student Emergency Release” form to document each student release and use “Emergency Cards” or Q “Contacts” print-out to verify authorized adults who can pick-up student. (RETAIN RECORDS)
- e. Provide escort for parent/guardian to Crisis Response Team, Search/Rescue Team, or Medical area; if necessary.

In the event of a lockdown, parents will be sent a text message announcing that the school is in lockdown and that updates will be sent out via email. Parents should not phone the school or their students’ cell phones which could put the students and classroom in danger. Parents should not attempt to enter the school until the lockdown has been lifted.

### **Active Shooter Procedures**

1. **Alert**—Call 911. Don’t assume others are contacting law enforcement. Give as clear and accurate information as possible that will answer the vital questions of who, what, when, where and how.
2. **Lockdown – Shelter in Place**  
 Teachers should quickly check ramps and get students into classroom then lock door.  
 Cover windows  
 Turn off lights  
 Build barricades: By locking down and barricading entry points, you make yourself a hard target. Locked down does not mean locked in. You may choose to barricade the door and exit out windows to safety.
3. Place sign in window: All Clear or Help Needed
4. **Inform – Constant, Real-time Updates**  
 This can be accomplished with things such as video surveillance equipment or public address systems. Information updates during a violent intruder incident allows occupants to make sound decisions about how to react and what steps – if any – to take next.
5. **Counter the Attack – A Last Resort**  
 When other options are not immediately possible – a locked/lockable door does not exist, or the intruder breaches a secured room – move, make noise, and get distraction devices (anything at hand) in the air and heading for the shooter’s face. Then you may attack or evacuate the area.
6. **Evacuate – Get Out!**  
 Your goal here is to put as much time and distance as possible between you and the attacker.

## Evacuation Procedures

Types of Crisis: *Fire, Tsunami, Dam Rupture, Flood or Utility Failure*

1. **Signal "Evacuation"** fire bell--Short continuous bells or Fire Siren. Help students with disabilities. Close, but do not lock doors. Office staff takes student emergency cards to evacuation area.
2. **Office staff or Directors call 911.** (Use landline phone, as cell phone contacts California Highway Patrol)
3. **Director(s) Initiate** (or assigns designee to) initiate School phone tree by notifying/calling VCS Office.
4. **If students are in classrooms:**
  - a. Evacuate to the field behind the School campus using all three gates.
  - b. Close, but do not lock doors.
  - c. Teacher takes emergency backpack and roll sheets and office staff takes student emergency cards to evacuation area.
  - d. Teacher takes roll and alerts command center of any student not accounted for (telephone, intercom, telephone, or e-mail).
- If students are not in classrooms:**
  - a. Reunite with students in evacuation area.
  - b. Teacher takes roll and alerts command center of any student not accounted for (telephone, or runner).
5. **Follow the directions of law enforcement** and/or other competent authority upon their arrival.
6. In the event of a **FIRE**, the assigned Director will supervise the evacuation of the school and notify the DATA Principal and staff via telephone and/or runner.
7. **All Clear will be signaled by Director(s).**
8. **Director(s) debriefs** staff, parents/community, and students.
11. **"Student Release Procedures"** (only send students home before end of day if directed by Director(s);
  - a. Use signs to designate "Request Student Pick-Up Area (or Gate)" and "Release Students Area (or Gate)."
  - b. Use signs to direct parents how to line-up (e.g. alpha, grade levels, or room numbers).
  - c. Release younger students first.
  - d. Use "Student Emergency Release" form to document each student release and use "Emergency Cards" or Q "Contacts" print-out to verify authorized adults who can pick-up student. (RETAIN RECORDS)
  - e. Provide escort for parent/guardian to Crisis Response Team, Search/Rescue Team, or Medical area; if necessary.

## Duck, Cover, Hold Procedures

Types of Crisis: *Earthquake, Windstorm, Tornado, or Explosion*

1. **Teacher signals "Duck, Cover and Hold"**. Help students with disabilities.
2. **Office staff or Directors call 911** (use landline phone, as cell phone contacts California Highway Patrol).
3. **Directors will signal "Evacuation"** fire bell, if necessary. Office staff takes emergency cards to evacuation site.
4. **Director(s) Initiate** (or assigns designee to) initiate School phone tree by notifying/calling VCS Office.
5. **If students are in classrooms:**
  - a. Duck under a desk, cover head w/arms & hold leg of furniture. Turn face away from windows.
  - b. Take roll and alert command center of any student not accounted for (telephone, walkie-talkie, runner or e-mail).
- If students are not in classrooms:**
  - a. Move away from buildings, equip., utility poles, signs, trees, etc.
  - b. Reunite with students in evacuation area.
  - c. Take roll and alert command center of any student not accounted for (telephone, walkie-talkie, runner or e-mail).
6. **Follow the directions of law enforcement** and/or other competent authority upon their arrival.
7. In the event of an **EARTHQUAKE**, a Director will turn off gas; if there is an electrical problem, turn off electricity; if there are water leaks, turn off water, then notify the DATA Principal and staff via telephone and/or runner.
8. **All Clear will be signaled by Director(s).**
9. **Director(s) debriefs** staff, parents/community, and students.
12. **"Student Release Procedures"** (only send students home before end of day if directed by Director(s);
  - a. Use signs to designate "Request Student Pick-Up Area (or Gate)" and "Release Students Area (or Gate)."
  - b. Use signs to direct parents how to line-up (e.g. alpha, grade levels, or room numbers).
  - c. Release younger students first.
  - d. Use "Student Emergency Release" form to document each student release and use "Emergency Cards" or Q "Contacts" print-out to verify authorized adults who can pick-up student. (RETAIN RECORDS)
  - e. Provide escort for parent/guardian to Crisis Response Team, Search/Rescue Team, or Medical area; if necessary.



## Alert Procedures

Types of Crisis: *Chemical Accident, Hazardous Material Spill, Nuclear Attack, Aircraft Accident, Pesticide Exposure or Air Quality Advisory*

1. **Office staff will signal "Alert"** over the telephone internal paging system, intercom, and/or telephone. Tell what type of alert. Help students with disabilities.
2. **Call 911** (use landline phone, as cell phone contacts California Highway Patrol).
3. **Directors will signal "Evacuation" or "Lockdown"**, if necessary. If evacuation, teacher takes roll sheets and office staff takes emergency cards.
  - Nuclear Attack - keep students in classrooms with their backs to the interior walls.
  - Air Quality Alert: Discontinue strenuous activities. If directed, stay inside.

The responsibility for notification of an Air Quality Advisory rests with the Ventura County Air Pollution District. The Ventura County Superintendent of Schools Office will notify the school district superintendent's office in the affected areas who will in turn notify the individual schools.

- a. If notification is received, the following statement shall be brought to the attention of all personnel:

*"The Ventura County Superintendent of Schools has been notified by the Ventura County Air Pollution Control District that an Air Quality Advisory has been issued for this area and recommends that students in your curtail unnecessary physical activities, both indoors and outdoors. Those persons who suffer from chronic respiratory and/or cardiac disorders should curtail physical activities and consult with their personal physician for advice on how to avoid aggravation to their health problems. This condition will continue until further notice."*

- b. Strenuous physical activities for all students and staff shall be discontinued and activities of a less strenuous physical nature should be substituted.
  - c. All students shall be required to remain inside in addition to avoiding all strenuous physical activities. Employees who are not involved in emergency responses to the episode should remain inside.
  - d. Should conditions worsen, take additional protective measures deemed necessary. The superintendent will issue further instructions as warranted.
4. **Director(s) Initiate** (or assigns designee to) initiate School phone tree by notifying/calling VCS Office.
  5. **If students are in classrooms:**
    - a. Take roll and alert command center of any student not accounted for (telephone, intercom, e-mail).

**If students are not in classrooms:**

    - a. Bring students into the classrooms, if safe.
    - b. Take roll & alert command center of any student not accounted for (telephone, intercom, e-mail).
  6. **Heating and ventilation systems** may be shut down by the VUSD Maintenance and Operations Department and/or Director(s)
  7. **Tape and/or towels may be used** to seal doors, windows, and vents
  8. **Follow the directions of law enforcement** and/or other competent authority upon their arrival.
  9. **All Clear will be signaled by Director(s).**

10. **Director(s) debriefs** staff, parents/community and students.
11. **"Student Release Procedures"**(only send students home before end of day if directed by Superintendent);
  - a. Use signs to designate “Request Student Pick-Up Area (or Gate)” and “Release Students Area (or Gate).”
  - b. Use signs to direct parents how to line-up (e.g. alpha, grade levels, or room numbers).
  - c. Release younger students first.
  - d. Use “Student Emergency Release” form to document each student release and use “Emergency Cards” or Q “Contacts” print-out to verify authorized adults who can pick-up student. (RETAIN RECORDS)
  - e. Provide escort for parent/guardian to Crisis Response Team, Search/Rescue Team, or Medical area; if necessary.

## Bomb Threat-Suspicious Object Procedures

**OFF THE AIR!**

Do NOT text message  
Do NOT use walkie-talkies  
Do NOT use cell phones

1. **If phone call**, attempt to keep the caller on the line and complete form entitled “Bomb Threat Report” (see attached).
2. **Call 911 – USE A LANDLINE/GO OFF THE AIR - DO NOT USE CELL PHONES, TEXT MESSAGE, OR USE WALK-TALKIES**
3. **Director(s) Initiate** (or assigns designee to) initiate School phone tree by notifying/calling VCS Office.
4. **Intercom announcement**, “Please do a quick visual 1-minute scan of your classroom or office for anything unusual.” (A professional/law enforcement officer will decide if it is a bomb-device or not)

OR

**Written message for staff** (see attached sample) to be sent to staff to search for anything unusual.

5. **Follow the directions of law enforcement.** They will search perimeter, public areas, roof, etc. and assist with crowd control.
6. **Secure campus perimeter.**
7. **Evacuate, if deemed necessary.** Help students with disabilities. Teachers take roll sheets and office staff takes emergency cards to evacuation area.
8. **Take roll** and alert command center of any student not accounted for (telephone, intercom, walkie-talkie, and/or e-mail).
9. **All clear will be signaled by Director(s)** Only law enforcement can authorize an all clear.
10. **Director(s) debriefs** staff, parents/community, and students.
  1. **"Student Release Procedures"** (only send students home before end of day if directed by Director(s);
    - a. Use signs to designate “Request Student Pick-Up Area (or Gate)” and “Release Students Area (or Gate).”
    - b. Use signs to direct parents how to line-up (e.g. alpha, grade levels, or room numbers).
    - c. Release younger students first.

- d. Use “Student Emergency Release” form to document each student release and use “Emergency Cards” or Q “Contacts” print-out to verify authorized adults who can pick-up student. (RETAIN RECORDS)
- e. Provide escort for parent/guardian to Crisis Response Team, Search/Rescue Team, or Medical area; if necessary.

**Bomb Threat Report Form**

 **BOMB THREAT REPORT** 

Try to keep the caller on the phone. Stall by saying: *I'm sorry, I didn't hear you.*

Questions to ask

1. Where is the bomb located? \_\_\_\_\_  
\_\_\_\_\_
2. What does it look like? \_\_\_\_\_  
\_\_\_\_\_
3. When is the bomb going to explode? \_\_\_\_\_  
\_\_\_\_\_
4. What kind of bomb is it? \_\_\_\_\_  
\_\_\_\_\_
5. What will cause the bomb to explode? \_\_\_\_\_  
\_\_\_\_\_
6. Why did you place the bomb? \_\_\_\_\_  
\_\_\_\_\_
7. What is your address? Where are you? \_\_\_\_\_  
\_\_\_\_\_
8. What is your name? \_\_\_\_\_  
\_\_\_\_\_

Exact wording of threat: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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Time: \_\_\_\_\_ Date: \_\_\_\_\_

Sex of Caller?  M  F

Mature?  Yes  No

Youthful voice?  Yes  No

Accent?  Yes  No

Caller's voice

Calm

Stutter

Loud

Familiar

Nasal

Excited

Disguised

Slurred

Angry

Deep

Normal

Other \_\_\_\_\_

---

---

If the voice is familiar, who did it sound like? \_\_\_\_\_

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Background Sounds

Street Noise

Voices

Traffic

Music

Animals

Person receiving call: \_\_\_\_\_

Reported to: \_\_\_\_\_

**Written Message for Staff Members Only: *Do NOT Read to Students***

*As you read this, try not to cause concern on the part of your students.*

A bomb threat has been received or a suspicious object has been found. We DO NOT believe there is a bomb in your room or we would have sounded the fire alarm to evacuate the building. However, as a precaution, casually check your cabinets and any other obvious place where a bomb/suspicious object could be hidden.

**OFF THE AIR! DO NOT USE CELL PHONE, TEXT MESSAGE, or USE WALKIE TALKIE**

If you discover nothing suspicious, destroy this notice and continue with your lessons.

**REPORT ANYTHING OF A SUSPICIOUS NATURE TO THE OFFICE IMMEDIATELY - DO NOT TOUCH IT!  
(a professional/law enforcement officer will decide if it is a bomb device or not)**

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**WRITTEN MESSAGE FOR STAFF MEMBERS ONLY: *Do NOT Read to Students***

*As you read this, try not to cause concern on the part of your students.*

A bomb threat has been received or a suspicious object has been found. We DO NOT believe there is a bomb in your room or we would have sounded the fire alarm to evacuate the building. However, as a precaution, casually check your cabinets and any other obvious place where a bomb/suspicious object could be hidden.

**OFF THE AIR! DO NOT USE CELL PHONE, TEXT MESSAGE, or USE WALKIE TALKIE**

If you discover nothing suspicious, destroy this notice and continue with your lessons.

**REPORT ANYTHING OF A SUSPICIOUS NATURE TO THE OFFICE IMMEDIATELY - DO NOT TOUCH IT!  
(a professional/law enforcement officer will decide if it is a bomb device or not)**

## **Protective Measures in the Event of an Emergency**

Should there be a major earthquake or emergency, students will remain under the supervision of School authorities until parents or responsible adults can pick them up. A voice notification system will be used by the School, if possible to provide information. Tune into local radio stations KTVA (1520) and/or KHAY (100.7) for more information. Parents may also register with Code Red, the Ventura City reverse 911 system to be notified in the event of an emergency: [http://www.cityofventura.net/public\\_safety/emergencyprep](http://www.cityofventura.net/public_safety/emergencyprep)

## **Student Release Procedure**

1. Students will be released at the parking lot by the gym or other designated evacuation area.
2. Parents must inform teacher, aide or adult responsible for that classroom that when taking the child from the class.
3. Parents must sign a Student Release form for each child before removing his/her child or any other child from school. This provides us a record of where each child is when someone else arrives later looking for the child.
4. Unless parents are stay to volunteer, they should leave as quickly as possible after signing out his/her student(s).
5. Adults will be needed to help with first aid, dismissing students, supervising classes, monitoring traffic, etc. If parents are able to volunteer to help, they should go directly to the Command Center where the Incident Commander(s) will give them an assignment. Volunteers should leave children with their classes and not sign student release form until they are ready to leave.

## ***If Parents Can't Get to the School***

Should a major disaster occur, it is likely that many parents will not be able to reach the school right away. If conditions make it necessary, School personnel will release students to the adult indicated on the students' Emergency Release form. School personnel will keep a written record of the child and the adult to whom the child has been released.

The school Director(s) or teacher in charge will determine the need to leave the building. In the event the building cannot be reoccupied or if a fire requires evacuation of the school, School personnel will transfer the students to the nearest available safe shelter.

If the children are caught in a disaster between home and school, it is recommended that they go immediately to school.

## ***Emergency Supplies***

In the event that children would need to remain on campus for several hours after any sort of a disaster, there is a supply of fresh water, food bars, and emergency bathrooms located between classrooms 15 and 16.

## **Child Abuse/Neglect Reporting**

**All School personnel are mandated child abuse reporters and follow all applicable reporting laws.** Any employee who knows or reasonably suspects a child has been the victim of child abuse shall report the instance to a child protective agency. Child abuse is broadly defined as "a physical injury that is inflicted by other than accidental means on a child by another person." School employees are required to report instances of child abuse when the employee has a 'reasonable suspicion' that child abuse has occurred. Reasonable suspicion arises when the facts surrounding the incident or suspicion could cause another person in the same situation to suspect



child abuse.

Suspected child abuse or neglect will be reported immediately by phone to a child protective agency. The phone call is to be followed by a written report within thirty-six (36) hours. There is no duty for the reporter to contact the child's parents. In fact, if a child is released to a peace officer or a child protective agent, the reporter shall not notify the parent as required in other instances of removal.

### **Discrimination, Harassment, Intimidation, and Bullying**

Ventura Charter School believes all students have the right to a safe and civil learning environment. Discrimination, harassment, intimidation, and bullying are all disruptive behaviors which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, the Charter School prohibits any acts of discrimination, harassment, intimidation, and bullying related to school activity or school attendance. To the extent possible, the Charter School will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated and/or bullied, and will take action to investigate, respond, and address any reports of such behaviors in a timely manner. Charter School staff who witness acts of discrimination, harassment, intimidation, and bullying will take immediate steps to intervene, so long as it is safe to do so.

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of discrimination, intimidation, harassment, or bullying, to intervene as soon as it is safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of bullying. For further information, please review the School's Harassment, Intimidation, Discrimination, and Bullying Policy.

Additional VCS policies related to the Health and Well Being of Students:

- Acceptable Use Policy
- Injury and Illness Prevention Policy
- Nutrition and Physical Activity Policy
- Student Behavior Expectations and Procedures
- Suicide Prevention Policy
- Suspension Expulsion Policy
- Title IX Policy
- Uniform Complaint Policy

Board Approved: 8/07/06

Amended: 10/19/06

Amended: 5/20/10

Amended: 11/19/15

Amended: 4/19/18

## VCS Threat Assessment Plan

### VCS THREAT ASSESSMENT TEAM

- Directors of Education and Operations
- School Psychologist and School Counselor
- Law Enforcement
- Other staff designated by the School's Directors

### **STEP ONE: EVALUATE THE THREAT**

Referral to Administrator:

1. Obtain an account of the threat and the context from the student and witness (if VCS student) or from Threat Assessment Team Member (if outside threat).
2. If the threat is from outside, the Team will follow the guidance and direction of law enforcement and/or the Ventura Unified School District. Weather/Fire evacuations that close DATA will also close VCS.
- 3 Write down exact threat
- 4.. Obtain student's explanation of the threat's meaning and his/her intentions
  - a. Threat directed toward others (homicidal)
  - b. Threat directed toward self (suicidal)
- 5.. Obtain witness perceptions of the threat's meaning
- 6.. Administrator to begin consulting Threat Assessment Team members
- 7.. Administrator may place the student who made the threat on suspension while threat assessment is completed (up to 5 days of suspension).
- 8.. Document information on the Student Threat Inquiry form (supplemental)
  - a. Threat assessment/safety evaluation must be completed, immediately if deemed substantive.
  - b. Threat assessment/safety evaluation must be completed within 2 days if deemed as transient.
  - c. Outcome of threat assessment determines final disciplinary action (if appropriate).

### **STEP TWO: TRANSIENT OR SUBSTANTIVE?**

Threat Assessment Team determines whether the threat is **transient** or **substantive**:

Factors to consider when determining type of threat:

- Age of student
- Capability of student to carry out the threat
- Student's discipline history
- Credibility of student and willingness to acknowledge his or her behavior
- Credibility of witness accounts

#### **TRANSIENT**

#### **SUBSTANTIVE**

Often are rhetorical remarks, not genuine expression of intent to harm	Express intent to physically injure someone else or self beyond the immediate situation
At worst, express temporary feelings of anger or frustration	There is at least some risk the student will carry out the threat to others or self
Usually can be resolved on the scene or in the office	Require that you take protective action, including warning intended victims and parent and/or protection of student from self-harm
After resolution, the threat no longer exists	May be legal violations and require police consultation
Usually ends with an apology or clarification	

### **WHEN IN DOUBT, TREAT THREATS AS SUBSTANTIVE**



## STEP THREE: RESPONDING TO THE THREAT

### THREAT ASSESSMENT TEAM DETERMINES APPROPRIATE RESPONSE OF THREAT

#### TRANSIENT THREAT

##### Responding to transient threat:

Typical response may include reprimand, parental notification, or other disciplinary action  
 Student may need to make amends, attend mediation, restorative circle, and or counseling  
 Continue to monitor student (school staff follow-up as necessary).

#### SUBSTANTIVE THREAT

##### Responding to substantive threat:

- Decide whether the threat is **serious** or **very serious**:
- Assault threats are classified **serious** (*I'm gonna beat him up*)
- Threats to kill, rape, or inflict very serious injury are classified **very serious**
- Threats involving a weapon are considered **very serious**
- Threat to harm self are considered **very serious**

SERIOUS SUBSTANTIVE THREAT	VERY SERIOUS SUBSTANTIVE THREAT
<p>Responding to <b>serious</b> substantive threats:</p> <p>Immediate responses:            Take precautions to protect potential victims            May consult with law enforcement            Notify intended victim and victim's parents            Notify student's parents            Additional interviews as needed (parent, teacher, witnesses)            Take disciplinary action consistent with school policy            Determine appropriate intervention for student, such as counseling, or dispute mediation            Follow up to verify that threat has been resolved and intervention is in progress</p> <p>Schedule follow up contact with student to assess current risk and update behavior and wellness plans            Document behavior and wellness plans on the Student Threat Inquiry form</p>	<p>Immediate responses:</p> <p>Take precautions to protect potential victims            If suicidal, take precautions to protect student            Consult with law enforcement promptly            Notify intended victim and victim's parents            Notify student's parents            Determine safety during student suspension</p> <p>Determining safety: Threat Assessment Team Safety evaluation conducted by a team:            Director of Education leads the team            School Psychologist or other mental health professional conducts Mental Health assessment/extended threat inquiry            Additional interviews: parents of student, teacher, additional witnesses            Police Department – expands range of options in dealing with threats of Violence</p> <p><b>Threat assessment/safety evaluation must be completed immediately.</b>            Outcome of threat assessment determines disciplinary action.</p> <p>Individual cases with a mental health basis, and/or low mental functioning and/or emotional disturbance or cases in which there is a high level threat of suicide,            Student Wellness plan developed: (see supplement) prior to student's return to campus.</p> <p>Interventions and responsible parties outlined:            The Director of Education will <b>follow up</b> to evaluate the adequacy of the Student Wellness Plan-Review Action Plan.</p>

	<p>Determine whether interventions are appropriate. Schedule follow up contact with student to assess current risk and update plan. <b>Document student's plan on the Threat Inquiry worksheet.</b></p>
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**Threat Assessment Forms**

**VCS Student Threat Inquiry**  
**CONFIDENTIAL**

The threat assessment process is centered upon an analysis of the facts and evidence of behavior in a given situation. Threats are defined as an expression of intent to do harm or to act our violently against self, someone, or something. It can be spoken, written or symbolic. The threat may be direct, indirect, and conditional or veiled. The threat assessment process involves **Identifying, Assessing** and **Managing** individual(s) who may pose a risk of violence toward themselves, other students, school personnel, or school property.

*Refer to the VCS Threat Assessment Procedures when completing this form.*

Team Members: School Directors, School Psychologist, School Counselor, and other members as appropriate (Other School Staff and/or Law Enforcement).

**Administrator:**

Name: \_\_\_\_\_ Position: \_\_\_\_\_  
Signature: \_\_\_\_\_

**Team Members:**

Name: \_\_\_\_\_ Position: \_\_\_\_\_  
Signature: \_\_\_\_\_

Name: \_\_\_\_\_ Position: \_\_\_\_\_  
Signature: \_\_\_\_\_

Name: \_\_\_\_\_ Position: \_\_\_\_\_  
Signature: \_\_\_\_\_

Name: \_\_\_\_\_ Position: \_\_\_\_\_  
Signature: \_\_\_\_\_

Name: \_\_\_\_\_ Position: \_\_\_\_\_  
Signature: \_\_\_\_\_

\*\*\*Do not place in cum or any permanent student record folder  
\*\*\* Keep a copy filed in the Administrator’s confidential file

**Step One (IDENTIFY): Gather Facts and Evidence**

Name of Student: \_\_\_\_\_ Student Number: \_\_\_\_\_

Date Threat Reported: \_\_\_\_\_ Date Threat Occurred (if different): \_\_\_\_\_

Who Reported Threat? \_\_\_\_\_ Location of Threat: \_\_\_\_\_

**What student said or did to express a threat (quote if possible):**

\*Complete separate interviews with all involved parties

\_\_\_ Student Who Made Threat

\_\_\_ Recipient(s) of Threat

\_\_\_ Witness(es)

\*Obtain separate written statements from all parties

\_\_\_ Student Who Made Threat

\_\_\_ Recipient(s) of Threat Witness(es)

**Step One (IDENTIFY): Gather Facts and Evidence  
(Continued)**

**Interview of Recipient/Target of Threat or Witness to Threat:**

Recipient/Target \_\_\_\_\_ Witness \_\_\_\_\_ Date: \_\_\_\_\_  
Name: \_\_\_\_\_ Grade: \_\_\_\_\_

**Interview Completed By:** (Staff Name/Title): \_\_\_\_\_

**Guiding Questions:**

1. What exactly happened today when you were (refer to place of incident)?
2. What exactly did (Student who made threat) say/do? (write down Student's exact words)
3. What do you think he/she meant when he/she said/did that?

Notes



**Step One (IDENTIFY): Gather Facts and Evidence  
(Summary of Step One)**

<b>Student Who Made Alleged Threat</b>		
<input type="checkbox"/>	Yes	No Reported threat as a specific plan
<input type="checkbox"/>	Yes	No Written plans/lists/drawings
<input type="checkbox"/>	Yes	No Student & Recipient had prior conflict (>1 day)
<input type="checkbox"/>	Yes	No Student previously bullied the recipient (pattern)
<input type="checkbox"/>	Yes	No Had or sought accomplices
<input type="checkbox"/>	Yes	No History of repeated threats
<input type="checkbox"/>	Yes	No Weapon referenced during threat
<input type="checkbox"/>	Yes	No Weapon brandished during threat
<b>Target(s)/Recipient(s) of Alleged Threat</b>		
Number of Targets/Recipients of Threat: <input style="width: 50px;" type="text"/>		
<input type="checkbox"/>	Yes	No Was recipient another student?
<input type="checkbox"/>	Yes	No Was recipient a School employee?
<input type="checkbox"/>	Yes	No Was recipient a Parent?
<input type="checkbox"/>	Yes	No Other recipient?: _____
<input type="checkbox"/>	Yes	No Records Reviewed?

<b>Witness(es) to Alleged Threat</b>		
Number of Witnesses: <input style="width: 50px;" type="text"/>		
<input type="checkbox"/>	Yes	No Was witness another student?
<input type="checkbox"/>	Yes	No Was witness a School employee?
<input type="checkbox"/>	Yes	No Was witness a Parent?
<input type="checkbox"/>	Yes	No Other witness?: _____
<input type="checkbox"/>	Yes	No Records Reviewed?

<u>Summary of key findings from STEP ONE:</u>	
<input type="checkbox"/>	Completed Interviews with all involved parties
<input type="checkbox"/>	Obtained written statements from all parties



## Step Three (MANAGE): Responding To Transient Threat

### TRANSIENT THREAT

Responding to transient threat:

- Typical response may include reprimand, parental notification, or other disciplinary action
  - Student may need to make amends, attend mediation, and or counseling
- Continue to monitor student (school staff follow-up as necessary)

#### Interventions

- Yes  No School based counseling
- Yes  No Conflict Mediation
- Yes  No Alter schedule of student to increase supervision or minimize contact with recipient
- Yes  No Referral to outside mental health agency (counseling/therapy with outside mental health provider)
- Yes  No Behavior Support Plan

#### Disciplinary Action (as deemed appropriate by site Administrator)

- Yes  No Parent Conference
- Yes  No Time Off Yard
- Yes  No Suspension (number of days):

Other Disciplinary Action (please list):

#### Manage/Follow up (If applicable)

- Assign Case Manager Name:
- Follow up on Implementation of Behavior Support Plan Date:
- Follow up on referral to outside counseling Date:

#### Transient Threat ---- Stop Here

##### Student Inquiry form:

\*Complete steps 1, 2, 3 (Transient section only)

\*Keep a copy filed in the Administrator confidential file – DO NOT PLACE IN STUDENT CUMULATIVE FILE

## Step Three (MANAGE): Responding To Substantive Threat

### SUBSTANTIVE THREAT

Responding to substantive threats:

#### **Immediate responses:**

- Take precautions to protect potential victims
- May consult with law enforcement
- Notify student's parents
- Notify intended victim and victim's parents
- Additional interviews as needed (parent, teacher, witnesses)
- Determine appropriate intervention for student(s)
- Follow up to verify that threat has been resolved and intervention is in progress
- Schedule follow up contact with student to assess current risk and update support plans

Additional responses to **very serious** substantive threats:

- Consult with law enforcement promptly
- Determine safety during student suspension
  - Director of Education leads the TAT team
  - School Psychologist or other mental health professional conducts Mental Health assessment/extended threat inquiry
- If suicidal, take precautions to protect student:
  - Individual cases with a mental health related issue, and/or low mental functioning, and/or emotional disturbance, or cases in which there is a high level threat of suicide.

# Step Three (MANAGE): Responding To Substantive Threat (Continued)

## Response to Threat (as deemed appropriate by site Administrator)

- Yes  No Mental Health screening  
 Yes  No TAT consulted with Law Enforcement  
 Yes  No Law enforcement interviewed student who made threat. CASE # \_\_\_\_\_  
 Yes  No Referred Student for additional assessment (completed by County services, probation, etc.)  
 Yes  No Parent of threat recipient notified of threat (if specific)  
 Yes  No Staff member notified if recipient of threat (if specific)

Other Disciplinary Action (please list):

**\*\*\*If student is removed from school by an outside agency (eg. law enforcement, mental health), the Removal of Student During School Hours form must be completed.**

## Interventions

- Yes  No School based counseling  
 Yes  No Alter schedule of students to increase supervision or minimize contact with recipient  
 Yes  No Change in transportation  
 Yes  No Referral to outside mental health agency (counseling/therapy with outside mental health provider)  
 Yes  No Student Wellness Plan  
 Yes  No Behavior Support Plan

Other Disciplinary Action (please list):

## Disciplinary Action (as deemed appropriate by site Administrator)

- Yes  No Parent Conference  
 Yes  No Suspension (number of days):   
 Yes  No Consultation with Director(s)

Other Disciplinary Action (please list):

### Manage/Follow up (If applicable)

- |  |                                    |
|--|------------------------------------|
| <input type="checkbox"/> Review Student Wellness Plan                | Meeting Date: <input type="text"/> |
| <input type="checkbox"/> Review Behavior Support Plan Implementation | Meeting Date: <input type="text"/> |
| <input type="checkbox"/> Follow up on referral to outside counseling | Meeting Date: <input type="text"/> |

#### **Student Inquiry form:**

\*Complete steps 1, 2, 3 (Substantive section only)

\*Keep a copy filed in the Administrator confidential file – DO NOT PLACE IN STUDENT CUMULATIVE FILE

<b>Student Who Made Alleged Threat</b>	<b>Victim/Recipient of Alleged Threat</b>
Grade: _____ Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female _____ Race: Caucasian <input type="checkbox"/> African Am <input type="checkbox"/> Hispanic <input type="checkbox"/> Asian <input type="checkbox"/> Other _____ SPED (if applicable): SLD <input type="checkbox"/> OHI <input type="checkbox"/> MR <input type="checkbox"/> ED <input type="checkbox"/> Other _____ File Reviewed Yes _____ No _____ <input type="checkbox"/> Yes <input type="checkbox"/> No Had or sought accomplices <input type="checkbox"/> Yes <input type="checkbox"/> No Reported threat as a specific plan <input type="checkbox"/> Yes <input type="checkbox"/> No Written plans/lists/drawings <input type="checkbox"/> Yes <input type="checkbox"/> No Repeated threat over time <input type="checkbox"/> Yes <input type="checkbox"/> No Weapon used in threat <input type="checkbox"/> Yes <input type="checkbox"/> No Student & recipient had prior conflict (>1 day) <input type="checkbox"/> Yes <input type="checkbox"/> No Student previously bullied the recipient	Number of Victims: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 or more _____  <b>Primary Recipient:</b> Student <input type="checkbox"/> Teacher <input type="checkbox"/> Parent <input type="checkbox"/> Administrator <input type="checkbox"/> Other _____ Grade (if applicable) _____ Gender: Male <input type="checkbox"/> Female _____ Race: Caucasian <input type="checkbox"/> African Am <input type="checkbox"/> Hispanic <input type="checkbox"/> Asian <input type="checkbox"/> Other _____ SPED (if applicable): SLD <input type="checkbox"/> OHI <input type="checkbox"/> MR <input type="checkbox"/> ED _____ Other _____  File Reviewed Yes _____ No _____

**Additional Responses to Threat**

Yes  No Law enforcement consulted  
 Yes  No Law enforcement contact with student who made threat  
 Consequences of legal action (probation, detention, release into parent's custody, etc.) \_\_\_\_\_  
 Yes  No Mental health screening conducted by school-based staff  
 Yes  No Referred for additional assessment \_\_\_\_\_  
 Yes  No Parent of threat recipient notified of threat (if specific)  
 Other Response (please list) \_\_\_\_\_

**Disciplinary Action**

Yes  No Parent Conference  
 Yes  No Time off Yard (number of days) \_\_\_\_\_  
 Yes  No Suspension (number of days) \_\_\_\_\_  
 Other Disciplinary Action (please list) \_\_\_\_\_

**Interventions**

Yes  No School based counseling  
 Yes  No Alter schedule of student to increase supervision or minimize contact with recipient  
 Yes  No Recommendation to Alternative Educational placement  
 Yes  No Referral to Mental Health Services  
 Yes  No Outpatient Mental Health Services (counseling/therapy with outside mental health provider)  
 Yes  No Conflict Mediation  
 Yes  No Student Wellness Plan  
 Yes  No Behavior Plan  
 Other safety precautions (please list): \_\_\_\_\_

## VCS Student Wellness Plan

Student Name: \_\_\_\_\_ Student Number: \_\_\_\_\_ Date: \_\_\_\_\_  
 School: \_\_\_\_\_ Date of Incident: \_\_\_\_\_  
 Referred By: \_\_\_\_\_ Review Date: \_\_\_\_\_

### Description of Incident

### Support Plan

Safety	Monitored By	Review/End Date
<b>To School/Home:</b>		
<b>Classroom:</b>		
<b>Unstructured Time (Recess/Restroom/Passing Time):</b>		
<b>Mental Health</b>  <u>Current Services:</u>  <u>Needed Services:</u>		
<b>Other Miscellaneous:</b>		

Parent/Guardian	Date	Parent/Guardian	Date
Administrator	Date	Student	Date
Name/Agency	Date	Name/Agency	Date
Name/Agency	Date	Name/Agency	Date

REMOVAL OF STUDENT FROM SCHOOL

DURING SCHOOL HOURS

The student was removed from \_\_\_\_\_ School during school hours  
by \_\_\_\_\_  
(Name) (Title)

Making an arrest or taking a child into custody in accordance with the laws of this State and the rules and regulations of this district.  
(BP/AR 5145.11)

\_\_\_\_\_  
(Student's Name) (Birthdate) (Age)

\_\_\_\_\_  
(Parent/Guardian's Name) (Address) (Phone)

1. \_\_\_\_\_  
(Facility and address where child was taken)

2. Name of Peace Officer \_\_\_\_\_ Badge No. \_\_\_\_\_

3. Mental Health/Law Enforcement Agency \_\_\_\_\_

4. **Basis for action (check one)**

- Section 836 – Penal Code (Arrest without warrant)
- Warrant for arrest
- Section 5150 – Welfare and Institutions Code – Danger to self/other, gravely disturbed
- Section 305 – Welfare and Institutions Code – Without warrant (protective custody)
- Section 625 – Welfare and Institutions Code – Without warrant (minor is suspected of a crime)
- With express permission of parent
- In case of emergency when parent cannot be reached
- In case of emergency when rights of one of the persons involved might otherwise be seriously impaired. (Such as child abuse investigation)

5. Parent notified by \_\_\_\_\_ of the removal and place where student taken. **\*Except in child abuse investigation**

Date \_\_\_\_\_ Time \_\_\_\_\_

\_\_\_\_\_  
(Signature of Principal/Designee)

**\*E.C. 48906. When a director or other school official releases a minor student of such school to a peace officer for the purpose of removing the minor from school premises, such school official shall take immediate steps to notify the parent/guardian, or responsible relative of the minor regarding the release of the minor to such officer, and regarding the place to which the minor is reportedly being taken.**



**VCS Emergency Student Release Form**

**Ventura Charter School Emergency Student Release Form**  
***Entrega de Información del Estudiante en Caso de Emergencia***

I/We Request Release of the following student(s) (name)  
*Yo/nosotros solicitamos la entrega de información del estudiante (nombre):*

_____	_____
_____	_____
_____	_____

Name of Person Making Request  
*Nombre de solicitante:* \_\_\_\_\_

Relationship to Student  
*Relación al estudiante:* \_\_\_\_\_

California Drivers' License Number or Other ID  
*Nú. de Licencia de manejo de California u otra forma de identificación:* \_\_\_\_\_

Signature of Requesting Person  
*Firma de solicitante:* \_\_\_\_\_

Telephone Number / *Nú de Teléfono:* \_\_\_\_\_

**Ventura Charter School Emergency Student Release Form**  
***Entrega de Información del Estudiante en Caso de Emergencia***

I/We Request Release of the following student(s) (name)  
*Yo/nosotros solicitamos la entrega de información del estudiante (nombre):*

_____	_____
_____	_____
_____	_____

Name of Person Making Request  
*Nombre de solicitante:* \_\_\_\_\_

Relationship to Student  
*Relación al estudiante:* \_\_\_\_\_

California Drivers' License Number or Other ID  
*Nú. de Licencia de manejo de California u otra forma de identificación:* \_\_\_\_\_

Signature of Requesting Person  
*Firma de solicitante:* \_\_\_\_\_

Telephone Number / *Nú de Teléfono:* \_\_\_\_\_