

Santa Barbara County Education Office County-Operated Programs and Schools Comprehensive School Safety Plan



This document is available for public inspection during regular business hours in the Student and Community Services Division Office located at SBCEO, 4400 Cathedral Oaks Road, Suite 109, Santa Barbara, CA 93110.

NOTE: Tactical information is excluded from the public inspection document.

**Santa Barbara County Education Office County-Operated Programs
Comprehensive School Safety Plan**

The plan was developed and reviewed by the following collaborators:

Bridget Baublits	Student and Community Services, Associate Superintendent
Dennis Thomas	Student and Community Services, School Safety Liaison
Elise Simmons	Student and Community Services, Director
Emeterio Hernandez	Classified Employee Association Representative
Janelle Willis	Early Care and Education, Administrator
Artesia Carlon	Early Care and Education, Director
Kathryn Adame	Teacher’s Association Representative
Kirsten Escobedo	Special Education, Associate Superintendent
Rene Wheeler	Juvenile Court and Community School, Director
Matt Linton	Juvenile Court and Community School, Coordinator
Tomaz G.	FitzGerald Student
Alavaro M.	FitzGerald Student

This Comprehensive School Safety Plan (CSSP) was adopted by Santa Barbara County Education Office's (SBCEO) Juvenile Court and Community Schools (JCCS) School Site Council (SSC) on February 27, 2025.

The CSSP was approved by the Santa Barbara County Board of Education (County Board) on April 10, 2025.

Overview of the Comprehensive School Safety Plan

The SBCEO is fully committed to providing a school environment where students and staff learn and work free from crime and violence, intimidation, threats, harassment, and fear; the elimination of these negative factors provides the most favorable conditions in which to learn.

Background and Purpose of Education Code 32280

It is the intent of the Legislature that all California public schools, with transitional kindergarten to 12 grades, inclusive, operated by school districts, in cooperation with local law enforcement agencies, community leaders, parents, pupils, teachers, administrators, and other persons who may be interested in the prevention of campus crime and violence, develop a comprehensive school safety plan that addresses the safety concerns identified through a systematic planning process. For the purposes of this section, law enforcement agencies include local police departments, county sheriffs' offices, school district police or security departments, probation departments, and district attorneys' offices. For purposes of this section, a "safety plan" means a plan to develop strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on the school campus.

In creating the SBCEO CSSP, JCCS, Special Education, and Early Care and Education (ECE) believe that students cannot benefit fully from an educational program unless they attend school regularly in an environment that is free from physical and psychological harm. Furthermore, the SBCEO believes that the leadership in providing safe schools, establishing behavior standards, and improving student attendance must come primarily from each SBCEO Program Manager and their staff. The leadership for the plan should be continuous to support comprehensive efforts at each SBCEO county-operated program to assist students in becoming self directed and responsible for their own behavior. The SBCEO believes that there is substantial benefit our students can derive from regular attendance in a safe and orderly school environment, and securing this assurance justifies our high priority and commitment of personnel and fiscal resources toward this endeavor.

Accordingly, with Education Code 32282 the SBCEO CSSP will provide SBCEO county-operated programs with a positive learning environment through the implementation of:

- Appropriate rules, regulations, and discipline policies that are well publicized, consistently enforced, and nondiscriminatory, and that take into consideration the due process all students are entitled to receive.
- Appropriate professional development that emphasizes the importance of treating students, parents/guardians, and coworkers respectfully.
- Appropriate professional development activities that include safe school strategies, current laws affecting school safety, and crisis response.
- Effective counseling and guidance services that include personal counseling, peer programs, and educational counseling.
- The Annual Notification to Students and Parents/Guardians (ANTP) that explains codes of conduct, including information on such topics as student rights and responsibilities, unacceptable behavior, and procedures for due process and appeals.
- Plans for dealing with potential disruptive conflict situations, including procedures for referrals to law enforcement agencies for serious offenses.
- Programs and strategies that develop a student's sense of family and school connectedness, self-esteem, personal and social responsibility, character, and ability to resolve conflict in a positive, constructive way.
- A system of referrals to appropriate agencies for services that students and families need and that schools are unable to provide.

The SBCEO CSSP has been developed through a collaborative process involving staff, community partners, including law enforcement, and other educational partners. This comprehensive plan establishes proactive and responsive protocols to ensure the safety and well-being of students, staff, and community members in county-operated programs and schools. The SBCEO CSSP focuses on developing a culture where students feel safe to fully engage in all aspects of the learning community. This plan provides the legal basis for school involvement in providing a safe, secure, and positive learning environment and provides resources for establishing and maintaining the physical and emotional health and safety of all members of our SBCEO county-operated programs.

The SBCEO county-operated programs and schools covered in the SBCEO CSSP include:

- Juvenile Court and Community Schools (FitzGerald and Dos Puertas)
- Special Education (SPED)
- Early Care and Education (ECE)

The SBCEO county-operated programs and schools are located throughout the county. Below is a description of the three types of locations the SBCEO county-operated

programs fall under. [Here is a link](#) to a list of the SBCEO county-operated programs and schools and their location type.

- **Co-located on a School Site / Juvenile Justice Center:** Many of our programs, classrooms, and staff serving students are located on sites that are owned and/or operated by a local school district other than SBCEO. Individuals, programs, and classrooms operating in these conditions are required to adhere to the district and/or campus developed CSSP of their specific location. Student populations in these programs, including but not limited to students with physical, developmental, or emotional disabilities, could require special considerations, modifications, or additions to the site developed CSSP. SBCEO county-operated programs must review and rehearse evacuation procedures at least as often as directed by campus administration, but may elect to conduct additional practice as needed to accommodate the needs of students and staff in the program including those with disabilities covered under the Americans with Disabilities Act of 1990.
- **Co-located with SBCEO offices:** When developing the CSSP, it is important to consider both SBCEO county-operated programs or school staff and other SBCEO employees. In general, SBCEO employees will follow the Emergency Operations Plan (EOP), while county-operated programs or school staff will adhere to the CSSP. However, in situations where the CSSP does not apply, the EOP will be followed.
- **Located on an Independent Site:** SBCEO county-operated programs and schools that operate on an independent site will follow this CSSP and will have site-specific procedures when necessary.

Chart Represents Which Programs Will Be Required To Follow Each Section

CSSP Sections	JCCS		SPED	ECE
	FitzGerald Community School	Juvenile Justice Center (Dos Puertas)	Name of Location	Name of Location
A. Assessment of Current Status of School Crime at the School and School-Related Functions	YES	YES	NO	NO
B. Child Abuse Reporting	YES	YES	YES	YES
C. Disaster Procedures, Routine and Emergency Plans, and Crisis Response	YES	NO	Only those locations that are on an independent site	NO
D. Suspension/Expulsion Policies & Procedure	YES	YES	YES	YES
E. Procedures for Notifying Teachers of Dangerous Students	YES	YES	NO	NO
F. Discrimination and Harassment Policies	YES	YES	YES	YES
G. School-wide Dress Code	YES	YES	NO	NO
H. Procedures for Safe Ingress and Egress	YES	NO	Only those locations that are on an independent site	NO
I. Safe and Orderly Environment	YES	YES	NO	NO
J. Rules and Procedures on School Discipline	YES	YES	YES	YES
K. Procedures for Tactical Responses to Criminal Incidents	YES	YES	Only those locations that are on an independent site	NO

L. Protocols for Responding to a Potential Opioid Overdose	YES	NO	Only those locations that are on an independent site	NO
M. Protocols and Procedures for Responding to Dangerous, Violent, or Unlawful Activity	YES	NO	Only those locations that are on an independent site	NO
N. Instructional Continuity Plan	YES	YES	YES	NO

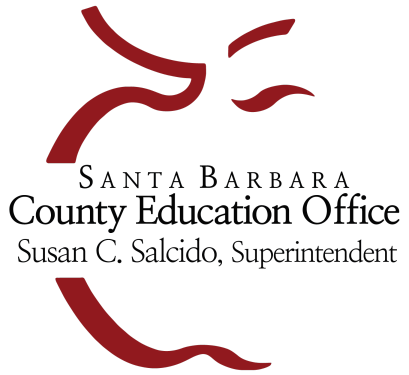


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Assessment of Current Status of School Crime at the School and School-Related Functions

A. Assessment of Current Status of School Crime at the School and School-Related Functions

JCCS takes pride in maintaining a positive school environment where students feel connected to staff and the facilities are kept clean and safe.

During our quarterly administration meetings with school staff and the Leadership Team, the annual school safety assessment data was reviewed. The school safety assessment data includes information from the California Healthy Kids Survey (CHKS), suspension and expulsion data, and the Facility Inspection Tool (FIT).

A review of the most recent CHKS data (2023-24) indicated that:

- 51% of students believe their teachers have high expectations for their success
 - *(data % = pretty much true + very much true)*
- 53% of students believe their teacher listens when they have something to say
 - *(data % = pretty much true + very much true)*
- 57% of students feel the teaching staff treat students fairly
 - *(data % = agree + strongly agree)*
- 36% of students perceive school as safe or very safe
 - *(data % = agree + strongly agree)*

Additionally, the staff reviewed the most recent (2023-24) suspension and expulsion rates for JCCS. The court school saw a slight downtick in suspensions in 2023-24. This is still higher than the Santa Barbara County suspension rate of 4.1% and the statewide average of 3.5% percent. The staff at JCCS believes, in large part, that the increase in suspensions is a result of SB 823 which realigned the Department of Juvenile Justice (DJJ). This realignment has significantly changed the population of the court schools since it went into effect on July 1, 2021, with the majority of students having been booked for a violent felony. In 2023-24, 27 youth were adjudicated for crimes such as assault, armed robbery, and carjacking. As of December 31, 2024, 12 youth have been adjudicated for the following crimes: assault, armed robbery, murder, and attempted murder and 11 are pending for similar crimes.

In the 2023-24 school year, our community school experienced a significant increase in suspension rates, rising from 23.7% to 40.7%. We attribute this increase to the broader rise in community violence, as documented in the [Juvenile Justice Realignment Plan](#), which was developed in response to the state's realignment of the Division of Juvenile Justice (DJJ). This increase in violence has had a direct impact on our student population, many of whom are already at high risk.

Our community school serves students who have been expelled, are at risk of expulsion, or have exhibited significant behavioral challenges in their previous schools. Additionally, approximately one-third of the students at FitzGerald are justice-involved, further illustrating the direct intersection between school discipline issues and broader patterns of community crime and juvenile justice trends. The increase in suspensions

reflects the complex needs of our students, who are navigating both personal and systemic challenges exacerbated by rising violence in the community.

To address our students' social emotional needs we have contracted with community partners for a School Based Therapist and a Substance Use Disorder Counselor to provide counseling support through individual and group sessions to our students at school. Additionally, we are working with a Restorative Practitioner to provide professional learning to staff so they can implement restorative practices in their classrooms. This two pronged approach, of providing counseling support and classroom based restorative approaches, will help the students to learn the skills needed to have prosocial peer interactions, which will ultimately make our school safer.

Finally, the JCCS annual FIT report indicated that both sites were in good condition with a school ranking of excellent. Specific details of the FIT reports are included in the JCCS annual School Accountability Report Cards (SARC), which are posted on SBCEO's website and can be accessed here ([Court SARC](#) and [Community SARC](#)).



Child Abuse Reporting

B. Child Abuse Reporting

Introduction

All SBCEO employees who work directly with children are mandated reporters, are in positions as child care custodians, and shall report known or suspected instances of child abuse, as required by Penal Code Sections 11165 *et. seq.* and in accordance with procedures established by the County Superintendent of Schools (County Superintendent). Failure to comply with the terms of this policy may result in disciplinary proceedings (BP 5141.4).

1. Mandated Reporters

- According to E.C. 11165.7 a mandated reporter includes (but is not limited to):
 - Teacher
 - Instructional aide
 - Teacher's aide or teacher's assistant employed by a public or private school
 - Classified employee of a public school
 - Administrator in a public or private school
 - Mental health worker
 - Employee of a county office of education whose duties bring the employee into contact with children on a regular basis
- As mandated reporters, all staff must follow the procedures outlined in the **Child Abuse Reporting Protocol outlined below** any time they suspect child abuse or neglect. Mandated reporters are required to become familiar with the detailed requirements set forth in the California Child Abuse and Neglect Reporting Act (CANRA). A complete legal citation of the CANRA can be found [here](#).

2. Child Abuse Reporting Protocol as Outlined in Administrative Regulation 5141.4

- **Report it:** Immediately (as soon as practically possible) call the Santa Barbara County Child Welfare Services (CWS) Hotline.
 - **(800) 367-0166**
 - In the case of an emergency, please call 911
- **Document it**
 - Complete and file a Suspected Child Abuse Report (SCAR), Form #SS8572.
 - The SCAR form and instructions are available [here](#).

- This form must be submitted within **36 hours** of receiving information regarding the incident. (P.C. 11166(a))
- Retain a legible copy of the SCAR Report and submit a copy to your supervisor.
- **Own it**
 - You are responsible for making this report. **DO NOT ALLOW** your supervisor/program manager to make the report for you or assume that another coworker will make the report because they have some of the same information.
- **Move on**
 - Do not attempt to investigate, conduct interviews, or interfere with the information you hold.
 - Remember that you are to report **SUSPECTED** abuse - you are not required to have witnessed or have complete proof of the incident.
 - You are obligated by law to report what you observe or what you are told that caused the suspicion the child is being physically, sexually, or emotionally abused or neglected.
 - When in doubt, call CWS or law enforcement and get their input about the scope of your report.

**Adapted from the Child Abuse Prevention Council of Santa Barbara website: <https://www.preventchildabusesb.org/>*

Resources:

- [Board Policy Child Abuse Prevention and Reporting 5141.4](#)
- [Administrative Regulation Child Abuse Prevention and Reporting 5141.4](#)
- Suspected Child Abuse Report (SCAR) [English](#) and [Spanish](#)



Disaster Procedures, Routine and Emergency Plans, and Crisis Response

C. Disaster Procedures, Routine and Emergency Plans, and Crisis Response

Introduction

This section outlines the procedures for emergency plans and crisis response for the schools and programs that are located on individual sites or co-located at a SBCEO office. As a reminder, the following is a list of the schools and programs that fall into this category:

Program	Site Name / Location	Co-located with SBCEO offices	Located on an Independent Site
SPED	Casmalia Preschool 1, 2 and 3		X
SPED	McClelland		X
JCCS	Peter B. FitzGerald	X	
SPED	Regency Preschool		X

We are in the process of creating maps for each program or school that includes:

- Maintenance shutoff valves (water, power, gas)
- Location of fire extinguishers
- Location of AED and first aid kits
- Evacuation routes for on-site evacuation and off-site locations

For those programs or schools that a map is not yet available, a narrative is included of the evacuation procedures. [\[REDACTED\]](#) is the link to the document that includes the available maps and evacuation procedures.

The Standard Response Protocol

The [Standard Response Protocol \(SRP\)](#) is a protocol that will be implemented in a variety of different emergency situations. When an emergency occurs, it is critical that staff members take immediate steps to protect themselves, their students, and other people on campus. With a standard response, staff can follow specific directions without having to learn extensive protocols for each of several different emergency situations. Staff, both certificated and classified, will be given opportunities annually to be trained on the SRP. At a minimum, staff must review the Standard Response Protocol video linked [here](#) annually.

- [Standard Response Protocol Video](#)

Staff members must learn and train on each SRP and be prepared to perform assigned responsibilities. All students must be trained on the SRP so they are familiar with the actions to take in the event that a standard response is implemented.

During an event where a SRP is activated, an announcement or notification will be made indicating which SRP is expected to be used followed by information related to the event. The notification will be made twice, using the same verbiage.

- **Actions**

Each response has specific student and staff actions.

- The EVACUATE action might be followed by a location, for example:
 - Evacuate to the bus zone.
 - Evacuate to the hallway.
- Actions can be combined together:
 - SHELTER for earthquake. Drop, cover and HOLD.

- **Benefits of SRP**


- By standardizing the vocabulary, all educational partners can understand the response and status of the event.
- For students, this provides continuity of expectations and actions throughout their educational career.
- For teachers, this becomes a simpler process to train and drill.
- For first responders, the common vocabulary and protocols establish a greater predictability that persists through the duration of an incident.
- Parents can easily understand the practices and can reinforce the protocol.
- Additionally, this protocol enables rapid response determination when an unforeseen event occurs.

- The protocol also allows for a more predictable series of actions as an event unfolds.
- An intruder event may start as a LOCKDOWN, but as the intruder is isolated, first responders may assist as parts of the school “EVACUATE to a different building,” and later “EVACUATE to the bus zone.”
- **Sequencing the Actions**
 - As you read through the SRP Actions below, notice that the actions can be sequenced as situations change and additional information is gathered.
- **Tactical Responses**
 - SRP also acknowledges that some school incidents involve a tactical response from law enforcement and suggests consultation with local law enforcement regarding expectations and actions.
 - Below are the guides and resources used by SBCEO for tactical responses:


[REDACTED]

[REDACTED]

[REDACTED]

SRP Actions	
	<h1>HOLD</h1>
<p>IN YOUR ROOM OR AREA</p>	<p>There are situations that require students and staff to remain in their classrooms or stay out of access areas.</p> <p>For example, an altercation in the hallway may require keeping students out of the halls until it is resolved.</p> <p>A medical issue may require only one area to be cleared, with halls still open in case outside medical assistance is required.</p> <p>There may be a need for students who are not in a classroom to proceed to an area where they can be supervised and remain safe.</p>
<p>ANNOUNCEMENT - HOLD</p>	<p>The announcement for HOLD is:</p> <p>“HOLD in your room or area. Clear the Halls.” and is repeated twice each time the announcement is performed.</p> <p>There may be a need to add directives for students that are not in a classroom, at lunch, or some other location where they should remain until the HOLD is lifted.</p> <p>“HOLD in your room or area. Clear the Halls.</p> <p>“HOLD in your room or area. Clear the Halls.”</p> <p>An example of a medical emergency would be: “Students and staff, please HOLD in the cafeteria or your room. We’re attending to a medical situation near the office.”</p>

ANNOUNCEMENT - RELEASE	<p>When it's been resolved:</p> <p>"Students and staff, the HOLD is released. All clear."</p>
ACTIONS	<p>Students and staff are to remain in their classroom or area, even if there is a scheduled class change until the all-clear is announced.</p> <p>Students and staff in common areas, like a cafeteria or a gym, may be asked to remain in those areas or move to adjoining areas like a locker room.</p> <p>Students and staff outside of the building must remain outside unless the administration directs otherwise.</p> <p>It is suggested that prior to closing the classroom door, teachers ought to sweep the hallway for nearby students.</p> <p>Additionally, teachers must take attendance, note the time, and conduct classroom activities as usual.</p>
EXAMPLES OF HOLD CONDITIONS	<p>The following are some examples of when a school might call for a HOLD action:</p> <ul style="list-style-type: none"> ● Medical incident in halls or a classroom ● Disruptive student ● Broken window, pipe, etc, or something that is a physical hazard

	<h1 style="text-align: center;">SECURE</h1>
<p>GET INSIDE and LOCK OUTSIDE DOORS</p>	<p>The SECURE action is called when there is a threat or hazard outside of the school building. Whether it's due to violence or criminal activity in the immediate neighborhood, or a dangerous animal in the playground, a secure action is called.</p> <p>SECURE uses the security of the physical facility to act as protection.</p>
<p>ANNOUNCEMENT - SECURE</p>	<p>The announcement for SECURE is:</p> <p>“SECURE! Get Inside. Lock outside doors” and is repeated twice each time the public address is performed.</p> <p>“SECURE! Get inside. Lock outside doors.”</p> <p>“SECURE! Get inside. Lock outside doors.”</p> <p>“Students and staff, the school is currently in the SECURE action due to [cause] in the neighborhood. No one is allowed in or out of the campus at this time. The gates and entrances to the school are locked. Stay inside and continue with your day.”</p>
<p>ANNOUNCEMENT - RELEASE</p>	<p>A SECURE action can be released by announcement.</p> <p>“The SECURE is released. All Clear. The SECURE is released. All Clear.”</p>
<p>ACTIONS</p>	<p>The SECURE action demands bringing people into a secure building and locking all outside access points including gates surrounding the campus.</p> <p>Where possible, classroom activities continue uninterrupted.</p> <p>Classes being held outside are to return to the building and, if possible, continue inside the building.</p>

	<p>There may be occasions when students expect to be able to leave the building - end of classes, job commitment, etc.</p> <p>Depending on the condition, this may have to be delayed until the area is safe.</p> <p>During the training period, emphasize to students and their parents that while these directives may cause inconvenience, their cooperation is essential for ensuring their safety.</p>
<p>EXAMPLES OF SECURE CONDITIONS</p>	<p>The following are some examples of when a school or emergency dispatch might call for a SECURE action:</p> <ul style="list-style-type: none"> ● An unknown or unauthorized person on the grounds ● Dangerous animal on or near the grounds ● Criminal activity in the area ● Planned police activity in the neighborhood



LOCKDOWN

LOCKS, LIGHTS, OUT OF SIGHT

LOCKDOWN is called when there is a threat or hazard inside the school building or on campus.

From parental custody disputes, to intruders, to an active assailant, LOCKDOWN uses classroom and school security actions to protect students and staff from a threat.

ANNOUNCEMENT - LOCKDOWN

The announcement for LOCKDOWN is:

“LOCKDOWN! Locks, Lights, Out of Sight!” and is repeated twice each time the public address is performed.

“LOCKDOWN! Locks, lights, out of sight!”

“LOCKDOWN! Locks, lights, out of sight!”

ANNOUNCEMENT - RELEASE

A LOCKDOWN action cannot be released by an announcement.

A LOCKDOWN is released by law enforcement or a site administrator opening the locked door and notifying occupants that the LOCKDOWN is cleared.

ACTIONS

The LOCKDOWN action demands locking individual classroom doors, offices, and other securable areas; moving occupants out of the line of sight of corridor windows; turning off lights to make the room seem unoccupied; and having occupants maintain silence.

There is no call to action to lock the building's exterior access points. Rather, the protocol advises leaving the perimeter as is.

The reasoning is simple - sending staff to lock outside doors exposes them to unnecessary risk and inhibits first responders' entry into the campus.

If the exterior doors or gates are already locked, keep them locked. However, be sure to communicate with local

	<p>responders to ensure they understand the protocol and can access the building during a LOCKDOWN.</p> <p>Training reinforces the practice of not opening the classroom door once in LOCKDOWN.</p> <p>No indication of occupancy should be revealed until first responders open the door.</p> <p>If the location of the threat is apparent and people do not have the option to get behind a door, it is appropriate to self-evacuate away from the threat.</p>
<p>EXAMPLES OF LOCKDOWN CONDITIONS</p>	<p>The following are a few examples of when a school or emergency dispatch might call for a LOCKDOWN:</p> <ul style="list-style-type: none"> ● Dangerous animal within a school building ● Intruder ● An angry or violent parent or student ● Report of a weapon ● Active assailant <ul style="list-style-type: none"> ○ Refer to Active Shooter Response Protocol ○ Refer to Avoid-Deny-Defend Resource Guide

Lockdown drills must be practiced at the direction of SBCEO Program Managers. To avoid any confusion or misunderstandings it is advised to notify local law enforcement of the drill time and date.

- **Elementary Schools** – at least twice a year.
- **Secondary Schools** – at least once a year.



EVACUATE

EVACUATE TO A LOCATION

EVACUATE is called when there is a need to move people from one location to another for safety reasons.

An on-site evacuation is typically conducted because of a mechanical failure that would disrupt the school day, such as a power outage. If it can't be resolved quickly, the school may have to plan for early dismissal.

An off-site evacuation may be necessary when it's no longer safe to stay in the building, such as a gas leak or bomb threat. In this case, people will be allowed to bring their personal items with them.

If there has been a violent event at the school or program site, an off-site evacuation will almost always be necessary since the school or program site will be deemed a crime scene. People may or may not be able to bring their personal items with them.

ANNOUNCEMENT - EVACUATE

The announcement for EVACUATE is:

“EVACUATE! [To a Location]” and is repeated twice each time the public address is performed.

“EVACUATE! To the flagpole.”

“EVACUATE! To the flagpole.”

ANNOUNCEMENT - RELEASE

The EVACUATE release will vary and the situation will dictate the actions that proceed the EVACUATE announcement.

ACTIONS

The EVACUATE action demands students and staff move in an orderly fashion to a safe area.


POLICE LED EVACUATION and ACTIONS

In the rare situations where law enforcement clears classrooms and escorts students and staff through the building, it is essential to provide advance instruction on what to expect.

	<p>As officers enter the classroom, students and staff must keep their hands visible and empty. It is unlikely they will be able to bring backpacks, purses, or any personal items with them during a police led evacuation.</p> <p>Students may be instructed to form a single file line and hold hands front and back, or students and staff may be asked to put their hands on their heads while evacuating.</p> <p>Prepare students and staff that during a police led evacuation, officers may be loud, direct, and commanding.</p> <p>Students and staff may also be searched both in the classroom and again after exiting the building.</p>
<p>REUNIFICATION AFTER AN EVACUATION</p>	<p>When the students and staff are evacuated off-site, they may be walking to a different location or being transported to the reunification location. There will be an organized reunification of students and parents/guardians at that site.</p>
<p>EXAMPLES OF EVACUATION CONDITIONS</p>	<p>The following are a few examples of when a school or emergency dispatch might call for EVACUATE. Each situation should dictate tactics.</p> <ul style="list-style-type: none"> ● Fire ● Earthquake ● Peacetime bomb threat ● Chemical accident ● Explosion or threat of explosion ● Following an earthquake (at the Incident Commander's or Emergency Response Team member's direction) ● Other similar occurrences that might make the building uninhabitable ● At the onset of an active shooter/lockdown alert or if possible when Incident Commander/Program Manager has ascertained that leaving is the best option

As part of the Earthquake Emergency Procedure System and to ensure students and staff react instinctively and correctly during a disaster, SBCEO county-operated programs and schools must conduct drills according to the following schedule (EC 35297):

- **SBCEO County-Operated Programs** – at least once every quarter.
- **FitzGerald Community Day School** – at least once every semester.

	<h1 style="text-align: center;">SHELTER</h1>
<p>STATE THE HAZARD AND SAFETY STRATEGY</p>	<p>SHELTER is called when specific protective actions are needed based on a threat or hazard.</p> <p>Training includes response to threats such as tornadoes, earthquakes, hazardous materials situations, or other local threats.</p>
<p>SAFETY STRATEGIES MAY INCLUDE</p>	<ul style="list-style-type: none"> ● Evacuate to shelter area ● Seal the room ● Drop, cover and hold ● Get to high ground
<p>ANNOUNCEMENT - EVACUATE</p>	<p>The announcement for SHELTER includes the hazard and safety strategies.</p> <p>The announcement is repeated twice each time it is performed.</p> <p>“SHELTER! [For a hazard]. [Using a safety strategy]. SHELTER! For a hazard. Using a safety strategy.”</p> <p>For a tornado, an example would be:</p> <p>“SHELTER for a tornado. Go to SHELTER for a tornado.”</p> <p>“SHELTER for a tornado. Go to shelter for a tornado.”</p> <p>After the danger has passed:</p> <p>“Students and staff, the SHELTER is released. All clear.</p>
<p>ANNOUNCEMENT - RELEASE</p>	<p>The SHELTER release will vary based on the situation. There is flexibility in this action based on the criteria it encompasses.</p>
<p>ACTIONS</p>	<p>Collaboration with local responders, the National Weather Service, and other local, regional and state resources will help in developing specific actions for the site or program.</p>

EXAMPLES OF SHELTER CONDITIONS	<p>The following are a few examples of when a school or emergency dispatch might call for SHELTER.</p> <ul style="list-style-type: none">● Tornado● Severe weather● Wildfires● Flooding● Hazmat spill or release● Earthquake● Tsunami
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Communications

When a crisis presents at a school, clearly defined lines of communication keep information under control and participants calm. SBCEO Program Managers will follow the communication protocol and guide for their site. This may include, but may not be limited to, the following practices:

- **Before a Crisis**

- Establish lines of communication with local law enforcement.
- Establish roles (i.e. Who can signal a lockdown? Who can give the all clear signal? etc.).
- Notify all parents/guardians of crisis response and communication protocols.
- Keep student and staff information updated and current.
- Practice drills and disaster plans regularly.
- Inform parents/guardians prior to a drill.
- Inform community neighbors prior to a drill.
- Have a copy of your CSSP available.

- **During a Crisis**

- Call 911 in an emergency.
- Listen for instructions and follow communication protocols according to the CSSP and the SRPs.
- Leave phone lines clear for emergency response personnel.
- Keep talking to a minimum – only communicate critical information.

- **After a Crisis**

- Make sure contact has been made with the Program Manager and with the SBCEO Associate Superintendent for that division as soon as possible.
- Establish specific information to be shared with parents/guardians, community members, etc.
- Implement the [Parent/Student Reunification System](#).
- The SBCEO Program Manager will contact other district staff (Superintendent, Associate Superintendent, Communications Director, etc.) as appropriate.
- Refer all media inquiries to the Communications Director at SBCEO.

- For communication needs handled by the SBCEO county-operated Program Manager, refer to the guide below.
 - [Communication Guide](#)

Protocols

- [Earthquake Protocol](#)
- [Fire Protocol](#)

Resources and Forms

- [Off-Campus Assembly Site Template](#)
- [Parent/Student Reunification](#)
- [Incident Command Flowchart](#)
- [Incident Command Team Responsibility and Assignments Template](#)
- [Emergency Response Team Assignments Template](#)
- [SEMS Compliance](#)
- [Earthquake Preparedness Resources](#)

Websites

- [American Red Cross Website](#)
- [Federal Emergency Management Agency \(FEMA\) Website](#)

Emergency Response Supplies

Every SBCEO county-operated program is equipped with emergency disaster kits containing response supplies and equipment for use during an emergency.

The SBCEO Program Manager and the Emergency Response Team are responsible for maintaining these supplies and equipment, as well as managing their use during an emergency. All staff must be familiar with the SBCEO CSSP, including the location of disaster supplies, available equipment, and protocols for distribution.

IN AN EMERGENCY

TAKE ACTION



Standard Response Protocol – Public Address	
Medical Emergency	Hold in your Room or Area. Clear the halls.
Threat Outside	Secure! Get inside. Lock outside doors.
Threat Inside	Lockdown! Locks, Lights, Out of Sight!
Bomb	Evacuate to (location) Shelter for Bomb!
Earthquake	Shelter for Earthquake!
Fire Inside	Evacuate to the (location)
Hazmat	Shelter for Hazmat! Seal your Rooms
Weapon	Lockdown! Locks, Lights, Out of Sight!
Tornado	Evacuate to (location) Shelter for Tornado!

IN AN EMERGENCY TAKE ACTION



HOLD! In your room or area. Clear the halls.

STUDENTS

Clear the hallways and remain in room or area until the "All Clear" is announced
Do business as usual

ADULTS

Close and lock the door
Account for students and adults
Do business as usual



SECURE! Get inside. Lock outside doors.

STUDENTS

Return to inside of building
Do business as usual

ADULTS

Bring everyone indoors
Lock outside doors
Increase situational awareness
Account for students and adults
Do business as usual



LOCKDOWN! Locks, lights, out of sight.

STUDENTS

Move away from sight
Maintain silence
Do not open the door

ADULTS

Recover students from hallway if possible
Lock the classroom door
Turn out the lights
Move away from sight
Maintain silence
Do not open the door
Prepare to evade or defend



EVACUATE! (A location may be specified)

STUDENTS

Leave stuff behind if required to
If possible, bring your phone
Follow instructions

ADULTS

Lead students to Evacuation location
Account for students and adults
Notify if missing, extra or injured students or adults



SHELTER! Hazard and safety strategy.

STUDENTS

Use appropriate safety strategy for the hazard

Hazard

Tornado
Hazmat
Earthquake
Tsunami

Safety Strategy

Evacuate to shelter area
Seal the room
Drop, cover and hold
Get to high ground

ADULTS

Lead safety strategy
Account for students and adults
Notify if missing, extra or injured students or adults

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EN CASO DE EMERGENCIA TOMEN MEDIDAS



HOLD! (¡ESPEREN!) En su salón o área. Despejen los pasillos.

ESTUDIANTES

Permanezcan en el área hasta que se indique que la situación se ha resuelto
Continuar con la actividad rutinaria

ADULTOS

Cierren la puerta y echen la llave
Cuenten a los estudiantes y a los adultos
Continuar con la actividad rutinaria



SECURE! (¡PROTEJAN!)

Vayan adentro. Echen llave a las puertas exteriores.

ESTUDIANTES

Regresen adentro
Continúen con la actividad rutinaria

ADULTOS

Lleven a todas las personas adentro
Echen llave a las puertas exteriores
Mantengan la alerta sobre lo que ocurre en su entorno
Cuenten a los estudiantes y a los adultos
Continúen con la actividad rutinaria



LOCKDOWN! (¡CIERRE DE EMERGENCIA!)

Echen llave, apaguen las luces, escóndanse.

ESTUDIANTES

Desplácense a un lugar donde no se les vea
Guarden silencio
No abran la puerta

ADULTOS

Lleven a las personas en los pasillos a dependencias interiores si es posible hacerlo de forma segura
Echen llave a las puertas interiores
Apaguen las luces
Desplácense a un lugar donde no se les vea
Guarden silencio
No abran la puerta
Prepárense para evadirse o defenderse



EVACUATE! (¡EVACUEN!)

(Es posible que se especifique un lugar determinado)

ESTUDIANTES

Dejen sus cosas donde estén si se les pide que lo hagan
Llévense sus teléfonos
Seguir instrucciones

ADULTOS

Dirijan la evacuación a un lugar determinado
Cuenten a los estudiantes y a los adultos
Avisen si entre los estudiantes o los adultos falta alguien, hay personas de más o hay heridos



SHELTER! (¡BUSCAR RESGUARDO!)

Riesgo y estrategia de seguridad

ESTUDIANTES

Utilizar una estrategia de seguridad adecuada para el peligro

ADULTOS

Dirijan la estrategia de seguridad
Cuenten a los estudiantes y a los adultos
Avisen si entre los estudiantes o los adultos falta alguien, hay personas de más o hay heridos

Riesgo

Tornado
Terremoto
Materiales peligrosos
Tsunami

Estrategia de seguridad

Evacúen a un área resguardada
Agáchense, cúbranse y agárrense
Sellen el salón
Dirijanse a terreno elevado



Suspension/Expulsion Policies & Procedures

D. Suspension/Expulsion Policies & Procedure

Introduction

We believe that every person deserves to be treated with dignity and respect in their interactions within our county-operated programs and school communities. Civility has an impact on effective operations and on the creation of a safe and positive climate for everyone.

While respecting every individual's right to free speech, that right does not allow for disruption of classes, activities, meetings, or other events. Students, staff, parents, guardians, and the community are expected to be polite, courteous, respectful, and behave reasonably at all SBCEO county-operated programs and events. Practices that promote civil behavior include, but are not limited to, actively listening, giving full attention, not interrupting, welcoming, and encouraging participation by everyone. Civility is hindered by disruptive behavior and/or speech, violence or the threat of violence, and/or harassment or bullying of any kind; these behaviors are prohibited and are subject to discipline according to law and SBCEO policies. [EC32210-32212, 44050, 44807, 44810, 44811, 48900 et seq, 48950; CC51.7, 1708.9; GC 54954.3, 54957.9; PC 415.5, 422.6, 627.4, 627.7]

1. Grounds for Suspension or Expulsion

- A student shall not be suspended from a SBCEO county-operated program or school or recommended for expulsion unless the County Superintendent or designee or the SBCEO Program Manager of the SBCEO county-operated program or school in which the student is enrolled determines through due process that the student has committed an act as defined pursuant to any of subdivisions found in [EC 48900](#).
- If at all possible, staff ought to provide alternatives to suspension. Here is a list of alternatives to suspension: [Behavioral Intervention Strategies and Supports](#) from California Department of Education (CDE).

2. Mandatory Suspension/Expulsion

- [Education Code Section 48915](#) outlines the mandatory suspension and expulsion of students.
- [Expulsion Matrix](#) from California Department of Education (CDE).

3. Release of a Student to a Peace Officer

- If a SBCEO county-operated program or school official releases a student from a program or school to law enforcement for the purpose of removing them from the premises, the SBCEO county-operated program or school official shall take immediate steps to notify the parent or a responsible relative of the child, except when a student has been taken into protective custody as a victim of suspected child abuse. In those cases, law

enforcement will notify the parent or guardian. [EC 48906; PC 11165.6; WIC 305]

Resources and Policies

- [Board Policy Suspension and Expulsion / Due Process 5144.1](#)
- [Administrative Regulation Suspension and Expulsion/Due Process 5144.1](#)



Procedures for Notifying Teachers of Dangerous Students

E. Procedures for Notifying Teachers of Dangerous Students

Introduction

For the purposes of this section, “school district” or “district” refers to the Associate Superintendent of Students and Community Services or the Associate Superintendent of Human Resource or their designee, which in this case is the JCCS Director.

Per Education Code 49079, 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 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 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. Any information received by the 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.

1. Court Notification Process

The Superior Court, Juvenile Division, will send a form SC9016, Notification to Superintendent of School District, with information regarding any student who has committed a felony or misdemeanor relating to:

- Alcohol, assault, battery, curfew, drugs, gambling, graffiti, larceny, tobacco products, vandalism, weapon possession (per 827 Welfare and Institution Code).
- A complete list of Penal Code violations is available from the Director of JCCS.

2. Procedures for Notification of Dangerous Students

- SBCEO Program Manager will share a copy of the official notification with the teacher and support staff that work directly with the identified student.
- SBCEO Program Manager shall destroy the notification 12 months after the student leaves the current educational program.
- All information shall remain confidential.



Discrimination and Harassment Policies

F. Discrimination and Harassment Policies

Introduction

The County Board and the County Superintendent are committed to maintaining a safe school environment that is free from harassment and discrimination. The County Board and the County Superintendent prohibit, at any SBCEO county-operated program, school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The County Board and County Superintendent also prohibit retaliatory behavior or action against any person who reports, files a complaint, or testifies about, or otherwise supports a complainant in alleging sexual harassment.

1. Complaint Procedure

- Any student or staff who feels that they are being harassed may immediately contact the Uniform Complaint Procedure/Title IX Officer.
- Any student who observes an incident of harassment may report the harassment to a SBCEO employee, whether or not the victim files a complaint.
- The County Board and County Superintendent hereby designate the following position as Uniform Complaint Procedure/Title IX Officer to handle complaints regarding discrimination and inquiries regarding SBCEO's non-discrimination policies:
 - Associate Superintendent, Human Resources
 - Associate Superintendent, Student and Community Services
 - PO Box 6307, Santa Barbara, CA 93160 805-964-4711

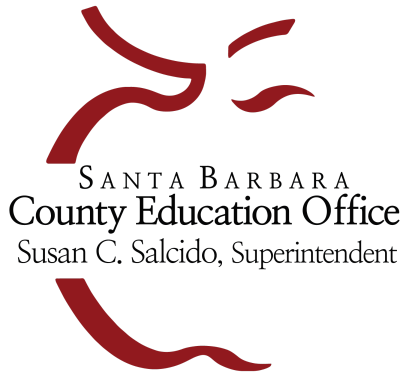
2. Bullying

- Additionally, the County Superintendent or designee may develop strategies for addressing bullying in SBCEO county-operated programs with the involvement of students, parents/guardians, and staff. As appropriate, the County Superintendent or designee may also collaborate with social services, mental health services, law enforcement, courts, and other agencies and community organizations in the development and implementation of effective strategies to promote safety in schools and the community. **See board policies, Workplace Violence Policy/Reporting Procedures and other valuable resources below.**

Resources and Policies

- [Board Policy Uniform Complaint Procedures 1312.3](#)
- [Administrative Regulation Complaint Procedures 1312.3](#)
- [Board Policy and Administrative Regulation Non-Discrimination and Harassment 5145.3](#)

- [Board Policy and Administrative Regulation Sexual Harassment 5145.7](#)
- [Administrative Regulation Title IX Sexual Harassment Complaint Procedures 5145.71](#)
- [Board Policy on Bullying 5131.2](#)
- Refer to the [Workplace Violence Policy and Reporting Procedures](#) for further guidance (see www.sbceo.org > Footer > Resources > SBCEO Safety).



School-wide Dress Code

G. School-wide Dress Code

Introduction

At JCCS, there are two different dress codes to ensure that students are able to focus on learning in a safe environment.

1. Dos Puertas Court School

- Court Schools are located within a Probation facility.
- Students wear Probation issued clothing.

2. Peter B. FitzGerald Community School

- Clothing must not detract from the learning environment.
- Safe footwear is required at all times.
- Bare feet, shoes without soles, and house slippers are not permitted.
- No low-cut tops or short skirts.
- Mid-section must be covered by all students, such that no skin or underwear is exposed.
- No baseball caps, sweatshirts with hoods covering the head, or sunglasses are to be worn in the classroom.
- No clothing with references to drugs, alcohol, sex, violence, or perceived gang affiliation is allowed at school.

Resources

- [2024-25 Annual Notification to Students, Parents, and Guardians - English](#)
- [2024-25 Annual Notification to Students, Parents, and Guardians - Spanish](#)



Procedures for Safe Ingress and Egress


H. Procedures for Safe Ingress and Egress

This section outlines procedures for safe ingress and egress for the SBCEO county-operated programs and schools that are located on individual sites or co-located at a SBCEO office. As a reminder, the following is a list of the SBCEO county-operated programs and schools that fall into this category:





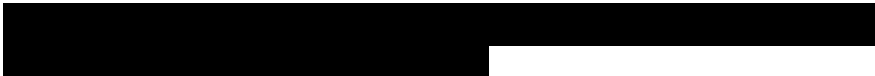
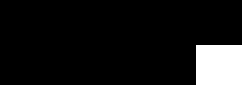

Program	Site Name / Location	Co-located with SBCEO offices	Located on an Independent Site
Sped	Casmalia Preschool 1, 2, and 3		X
Sped	McClelland		X
JCCS	Peter B. FitzGerald	X	
Sped	Regency Preschool		X

Each SBCEO county-operated program or school must have available maps and/or a narrative that describes the ingress and egress procedures.

Maps for Ingress and Egress

-  is the link to the maps

Ingress and Egress Narratives

	<p>[REDACTED]</p> <p>[REDACTED]</p>
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]

[REDACTED]	
[REDACTED]	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
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Safe and Orderly Environment

I. Safe and Orderly Environment

All students have the right to participate fully in the educational process, free from discrimination, harassment, violence, intimidation, and bullying. Schools have an obligation to combat racism, sexism, and other forms of bias, and a responsibility to provide equal educational opportunity and ensure safe school sites.

Policies & Procedures on Positive School Environment

The schoolwide learning outcomes, listed below, are JCCS's foundation for creating a positive school environment. In addition, the student handbook outlines other policies and procedures that foster a positive school environment. **The JCCS handbook is linked in section K.**

JCCS students are A.C.C.E.P.T.ing and A.C.C.E.P.T.ed and strive to achieve.

Students will be able to demonstrate:

Agency and Perseverance

- Discover the capacity and resources to fulfill their potential.
- Analyze complex, real world problems and persist in solving them.
- Explain, solve, and apply concepts and carry out procedures while embracing challenges and learning from mistakes.
- Take initiative to plan and set goals.

Critical Thinking

- Gather, analyze, and synthesize information in written, verbal, and creative formats effectively for varied audiences.
- Observe, interpret, analyze, evaluate, and integrate information
- Employ effective speaking, listening and writing skills in a context-appropriate manner for the task given.

Community and Civic Awareness

- Develop an awareness and understanding of local and global cultures and communities to inform and influence decision making.
- Exercise personal and social responsibility.
- Be open to initiating change.

Effective Communication

- Communicate openly in a safe environment.
- Offer opinions and accept the critique of others.
- Listen with understanding and empathy and provide positive feedback.
- Ask and answer clarifying questions.

Prosocial Skills

- Develop an awareness and understanding of local and global cultures and communities to inform and influence decision making.
- Exercise personal and social responsibility.
- Exhibit resilience by facing challenges and working to overcome them.
- Cultivate compassion, honesty, and respect.

Twenty-First Century Readiness

- Develop technological skills appropriate to academic and workplace settings.
- Make positive personal connections.
- Promote creativity, collaboration, dependability, and innovation.
- Establish fluency in information and digital literacy.

Assessment of the Current Status

JCCS Administration worked with the School Safety Liaison to update safety protocols. School staff then received training in the updated protocols as well as the County-wide adopted Standard Response Protocol; Hold, Secure, Lockdown, Evacuate, and Shelter.

School environment is assessed in several different ways with the belief that using several tools will provide a more accurate reflection of student perception. Of those tools, the CHKS is given annually. CHKS is the most widely used survey in California and has been the norm statewide. Additionally, this tool is supported by the California Department of Education to help districts improve school climate, pupil engagement, parent involvement, and academic achievement. The FitzGerald staff also conduct Empathy Interviews, facilitated by trusted and preferred staff members, to gather genuine student feedback as students transition back to their home school.

The third assessment tool used is the Social, Academic, and Emotional Behavior Risk Screener (SAEBRS) which is a brief, norm-referenced tool for screening all students to identify those who are at risk for social-emotional behavior. These assessments are analyzed during weekly staff meetings to determine if changes to school protocols need to be made and to inform the creation of the Local Control and Accountability Plan (LCAP).

Component 1: Positive School Environment - People and Programs		
Goal: Academic achievement and the social/emotional well-being of students will be improved through a strategic focus on enhancing school culture, climate, and safety.		
	Strategies to be used	Responsible party
Action 1: SBCEO will provide a 1.0 FTE School Based Therapist (SBT) / Counselor who will provide individual sessions with identified students who have experienced trauma. The Counseling Team will also provide group sessions in a variety of topics up to and including: peer mediation, anger management, making healthy choices, gang awareness, etc.	Individual sessions	SBT
	Group sessions	JCCS Coordinator
	Intervention Team Meetings	Counselor
Action 2: JCCS teaching assistants will continue to provide academic and behavioral support based on student need.	Individualize tutoring English Language support	Teaching Assistants
Action 3: JCCS staff will continue to receive professional development in Social Emotional Learning (SEL) and Restorative Approaches	Annual Refresher Training Restorative Approaches PD with a hired consultant	JCCS Admin Consultant/ Practitioner

Component 2: Physical Environment - Place		
Goal: Ensure that the school facilities are safe, clean, and inviting for all students, staff, and families.		
	Strategies to be used	Responsible party
Action 1: Create student led, campus beautification club.	Student led initiatives for campus beautification	JCCS Coordinator
	Community Service awarded for trash pick-up	JCCS Director

<p>Action 2: Research replacing the existing security camera system to include an option for sound.</p>	<p>Meet with School Safety Liaison</p> <p>Meet with Facilities Director</p> <p>Coordinate vendor bids</p>	<p>Facilities Director</p> <p>IT Manager</p> <p>JCCS Coordinator</p> <p>JCCS Director</p>
<p>Action 3: JCCS will continue to contract with Quest National Security (QNS) for a Security Guard at Peter B. FitzGerald.</p>	<p>Renew contract with QNS</p>	<p>JCCS Director</p>



Rules and Procedures on School Discipline

J. Rules and Procedures on School Discipline

Introduction

This policy will detail school rules and procedures for student discipline as outlined in the Annual Notification to Students, Parents, and Guardians and the Early Care and Education Parent/Guardian handbook listed below. These resources provide rules and procedures students are expected to follow and understand.

Juvenile Court and Community Schools and Special Education: The Annual Notification is sent home with the student at the beginning of the school year and expected to be reviewed by both parents and students. The student is to return the signed copy to the school for documentation.

2024-25 Annual Notifications:

- [Annual Notification to Students, Parents, and Guardians - English](#)
- [Annual Notification to Students, Parents, and Guardians - Spanish](#)

Early Care and Education: The handbook is provided to parents at enrollment. The parents also participate in a zoom or in person meeting to review the rules and regulations of the program. The parents are responsible to sign a document confirming that they have received and reviewed the handbook.

Parent/Guardian Handbook:

- [Handbook PART DAY-Revised June 2024.pdf](#)
- [Handbook New FULL DAY Revised July 2024.pdf](#)

Additionally, refer to section *D. Suspension/Expulsion Policies & Procedure* for additional information regarding School Discipline.



Procedures for Tactical Responses to Criminal Incidents



Protocols for Responding to a Potential Opioid Overdose

L. Protocols for Responding to a Potential Opioid Overdose

Introduction

Melanie's Law (SB10) requires CSSPs for schools serving students in grades 7 to 12, including charter schools, to include a protocol for responding to a student's opioid overdose.

1. Signs of a Potential Problem with Opioids/Fentanyl

- **Common physical signs**

- Fatigue and drowsiness (nodding off).
- Pinpoint pupils, dark circles under the eyes.
- Changes in sleep patterns.
- Deterioration of hygiene or personal appearance.
- Rapid weight loss.
- Health complaints such as being constipated or experiencing nausea.
- Wearing long-sleeved shirts in warm weather (associated with IV use).

- **Common social signs**

- Isolating from family and friends.
- Change in friends.
- Skipping school or work.
- Drop in grades or performance.
- Lack of interest in hobbies and recreational activities.
- Mood changes such as agitation.
- Increasing depression or anxiety.
- Asking for more money for questionable reasons or missing money or valuables.

2. Signs of a Potential Opioid Overdose

An overdose can happen when opioid use suppresses breathing in a way that oxygen can't reach vital organs, and the body begins to shut down. It's important to note that an overdose can occur anywhere from five minutes to two hours after drug use. Below is a list of signs of someone who is under the influence of an opioid and is considered "high," and someone who may be experiencing an overdose. It is important to distinguish between the signs of an opioid high and an opioid overdose. An opioid high can quickly turn into an opioid overdose, so being prepared to respond to a medical emergency is essential.

- **Signs associated with an opioid high**
 - Relaxed muscles.
 - Speech slowed and slurred.
 - Breathing slow or shallow.
 - Appears sleepy or nodding off.
 - Responds to stimuli but has difficulty being awakened from sleep.
- **Response to an opioid high**
 - For a student suspected of being under the influence of opioids/fentanyl. Call 911 and monitor the patient until the first responders arrive.
 - Contact the student's parent and/or guardian to request that they come to the school site.
- **Signs of an opioid overdose**
 - 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.
 - Pale, clammy skin.
 - Cannot speak, barely breathing, or not breathing at all.
 - Slowed or stopped heartbeat.
 - Deep snorting or vomiting.

3. Emergency Response to an Opioid Overdose

When someone is experiencing an opioid overdose, provide medical attention immediately.

- **Call 911 immediately**
 - Provide accurate details about the patient and their location.
 - If possible, have someone meet the first responders upon arrival to escort them to the patient.
 - Have the identifying information about the patient ready for EMS upon arrival; if available provide a printed copy of the emergency card.
 - If the patient is a student, contact their parent or guardian.
- **Administer naloxone (NARCAN)**
 - A person trained on how to administer naloxone or the school nurse should administer the naloxone spray.

- If the patient doesn't start to recover after monitoring them for a couple minutes an additional dose of naloxone spray may be necessary.
- **Conduct rescue breathing**
 - If the person has labored breathing or is not breathing at all, conduct rescue breathing as trained.
 - Tilt the head back, pinch the nose closed, and give one slow breath every five seconds until the person resumes breathing on their own or first responders arrive.
- **Comfort and support**
 - Once the person is breathing on their own, place them in the recovery position until paramedics arrive.
 - Comfort the person as they may be confused, upset and going through withdrawal (feeling sick from the lack of opioids if their body is dependent on them) when revived.

4. Responding to a Fentanyl Exposure

It is essential to learn about fentanyl and the possibility of deadly exposure. If it is believed that someone has come into contact with a substance that is fentanyl, take the following precautions.

- **At the scene**
 - Assess the scene - look for white powder, pills, and/or paraphernalia.
 - Wear nitrile gloves (personal protective equipment).
 - Be aware of cutting agents that could be mixed with fentanyl (sucrose, baking soda, lactose, mannitol). They are indicators of the presence of fentanyl.
 - Call 911 (First Responders) if exposure has occurred or is believed to have occurred.

5. If Someone Comes Into Contact With a Substance Suspected to be Fentanyl:

- **DON'T**
 - Touch the face or mouth (gloved or not).
 - Touch or disturb white powder, pills, and/or liquid.
 - Search an environment if you suspect exposure may be more than minimal.
 - Use hand sanitizer.

- Re-use gloves. If there is any visible contamination to the gloves, immediately dispose of gloves and wash hands with soap and water.

6. Personal Protective Equipment (PPE) Recommended Based on Level of Exposure

	Minimal (No amount of suspected illicit drug is visible)	Moderate (Small amount of suspected illicit drug is visible)	High (Large amounts of suspected illicit drug is visible)
Hand	Nitrile gloves	Nitrile gloves	Nitrile gloves
Respiratory		N, P, or R 100 disposable filtering mask	Air purifying respirator (APR) or PAPR
Dermal		Wrist/arm protection	Hazmat Suit
Face and Eye		Safety goggles	Safety goggles
Decontamination Recommendations	Wash hands with soap and cool water	Dispose of protective gear and wash before entering building	Dispose of outer garments (suit) and wash before entering building

7. Disposal of Fentanyl

Law enforcement ought to be called if suspected fentanyl or any other substance that is suspected of being associated is found.

If a disposal of fentanyl is required, someone who is trained in the proper handling and disposal will be designated to clean up the area.

- **Disposing of fentanyl on a counter or hard surface**

- First remove any students or extra staff from the room.
- Turn off fans and/or recirculating air systems.
- Minimal powder contamination should be washed with soap and water.
- Surfaces can be cleaned with bleach solutions or peracetic acid (pool chemicals).
- Fentanyl is stable in water for days.
- Avoid the use of isopropyl-based hand sanitizers.
- Contaminated clothing should be bagged and sealed until laundered.

8. Additional Resources

- [School Safety Resources](#)
- If naloxone is used, please complete this form: [Reporting a Naloxone Reversal](#)



Protocols and Procedures for Responding to Dangerous, Violent, or Unlawful Activity

M. Protocols and Procedures for Responding to Dangerous, Violent, or Unlawful Activity

Schools are required to adopt procedures and protocols to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school.

SBCEO county-operated programs and schools will follow the outlined protocols and procedure for responding to a dangerous, violent, or unlawful activity.

1. Identity an Emergency Response Team

The Emergency Response Team (ERT) will respond during a criminal incident or threat. This team will be responsible for efficiently coordinating the school's response to the situation. It is recommended that this team consist of administrative staff, safety/security/School Resource Officer (SRO), or any combination of predetermined personnel.

- Click [here](#) for Incident Command System
- Click [here](#) for Instructional Guide for Responsibilities using ICS
- Click [here](#) for Emergency Response Team template

2. Evaluate the Threat

A Multi-Disciplinary Threat Assessment Team, consisting of school administrators, counselors, mental health professionals, and a member of law enforcement will evaluate the threat to determine what steps need to be taken. Additionally, law enforcement may need to conduct a criminal records check, an individual's access to firearms, and the safe storage of firearms. This may also include confirming with the parents/guardians if they have weapons, if they are registered, and possibly conducting a home visit. Staff are to use the following comprehensive Multi-Disciplinary Threat Assessment linked [here](#), when conducting an assessment.

3. Routinely Train and Practice Drills

The staff and students will participate in regular training sessions and drills to familiarize themselves with the safety plan and their roles during a crisis. These exercises will cover SRPs, lockdown procedures, evacuation plans, communication protocols, and first aid.

4. Use an Emergency Communication System

The use of an emergency communication system will be used to notify staff, students, parents, and law enforcement of any criminal incidents or potential threats.

5. Designate Safe Zones and Evacuation Points

A safe zone will be designated within each school building. Safe zones can be classrooms, locker rooms, cafeterias, the gym, etc. The identified safe zone will serve as a refuge during a lockdown. Additionally, designated evacuation points will be located off of the school campus, but close enough to get to, and far enough away from the campus threat.

6. Coordinate with Local Law Enforcement

We will maintain a close working relationship with local law enforcement agencies, including police and emergency responders. Annually, we will invite them to actively participate in the planning and execution of drills to familiarize them with the layout of the school buildings. This will aid them in navigating the campus during an emergency.

7. Use of Surveillance Systems

We use surveillance cameras and monitoring systems to assist in detecting any suspicious activity, at sites with surveillance systems installed. Cameras will be utilized in critical areas of the school property, and the footage will be regularly reviewed.

8. Utilize Access Control Measures

Limiting access to the school buildings is critical. We utilize access control measures such as visitor check-ins, I.D. badges, and secured entry points to support the safety and security of everyone on campus.

9. Arrange for Behavioral Health Support

Staff will have counseling services and behavioral health support readily available for students and staff after a crisis. If support is needed, [here](#) is a resource link to contact additional mental health professionals in the event they are needed.

10. Train on Situational Awareness

Staff and students will be trained on the significance of situational awareness, and the importance of reporting any suspicious behavior or activities to appropriate authorities as that is critical to the early identification of a threat.

11. Debrief the Incident

Staff will debrief any criminal incident or drill as soon as possible after the incident occurs. The debriefing allows for a thorough review to be conducted. As part of the review, teams will identify areas for improvement and success and make changes to the safety plan based on the findings. The CSSP will be updated accordingly.

Firearm Storage Fact Sheet Resource

- [Fact Sheet Safe Storage](#)



Instructional Continuity Plan

N. Instructional Continuity Plan

Requirements

Beginning July 1, 2025 California Education Code will require an LEA's comprehensive school safety plan to include an Instructional Continuity Plan (ICP). The ICP must include the both of the following:

- Procedures for pupil engagement, as soon as practicable but no later than five (5) calendar days following the emergency.
- Establish two-way communication with pupils and their families.
- Provide support for social and emotional, mental health, and academic needs of pupils.

Plan to provide access to instruction (in-person or remote) as soon as practicable but no later than ten (10) instructional days following the emergency.

- May include support to pupils/families to enroll in or be temporarily reassigned to another LEA.

Purpose

The purpose of the Instructional Continuity Plan (ICP) is to ensure the continuation of high-quality instruction during emergencies, closures, or other disruptions. The ICP will guide teachers, administrators, and support staff in maintaining academic progress for all students regardless of circumstances.

Scope

This plan addresses the processes for continuing instruction through remote learning, hybrid models, or other temporary instructional settings.

Instructional Continuity Plans

[Juvenile Court and Community School](#)

[Special Education](#)