

Comprehensive School Safety Plan

**2024-2025
School Year**

School: Flory Academy of Sciences and Technology
CDS Code: 56739406109847
District: Moorpark Unified School District
Address: 240 Flory Avenue
Moorpark, CA 93021
Date of Adoption: 10/23/2024
Date of Update: 10/07/2025
Date of Review:
- with Staff
- with Law Enforcement
- with Fire Authority

Approved by:

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Comprehensive School Safety Plan Purpose

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

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

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

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

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

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

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

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

A copy of the Comprehensive School Safety Plan is available for review online at www.mrpk.org or the school site's main office.

Safety Plan Vision

The Flory staff is committed to accomplishing the following major goals in the education of students:

- To instill in each student the love of learning, and to provide opportunities for academic growth for students at all developmental levels with continuous cooperation between teachers, parents, and staff.
- To develop, within each student, a sense of personal organization, responsibility, and motivation.
- To ensure that each student develops a positive self-concept, and acceptance and understanding of others, a cooperative attitude, and respect toward others and their property.
- To provide a safe, secure, nurturing school environment, conducive to learning, through a collaborative effort between teachers, parents and staff.

Roles and Responsibilities of:

- Mental Health Professionals/School Counselors
- Community Intervention Professionals

- School Resource Officers/Law Enforcement
- Ventura County Fire Department
- District Nurses

Description of School Facilities:

The campus is centrally located in Moorpark and is adjacent to Los Angeles Avenue, one of the two largest thoroughfares through Moorpark. Visitors are required to enter through the buzz entry door and must sign-in in the main office before visiting any of the classrooms.

Components of the Comprehensive School Safety Plan (EC 32281)

Flory Academy of Sciences and Technology Safety Committee

Education Code Section 35294.2(e) requires that the Comprehensive School Safety Plan be reviewed and updated at least annually by the School Site Council or Safety Committee.

The School Site Council/Safety Committee may delegate the responsibility for developing a comprehensive safety plan to a school safety planning committee composed of the following members (Education Code 32281):

- The principal or designee.
- One teacher who is a representative of the recognized certificated employee organization.
- One parent/guardian whose child attends the school.
- One classified employee who is a representative of the recognized classified employee organization.
- Other members, if desired – Mental health professionals, school counselors, community intervention professionals, school resource officers, police officers on campus.
- Before adopting the comprehensive safety plan, the school site council or school safety planning committee shall hold a public meeting at the school in order to allow members of the public the opportunity to express an opinion about the plan.

(Education Code 32288)

Juana Villa-Granados (Principal), Alex Serna (Teacher), Laura Baker (Classified), Marice Pollock (Health Nurse)

Assessment of School Safety

The following resources were analyzed to develop an understanding of current conditions of school safety and standard practices to develop a comprehensive plan of action and procedures to ensure students, staff, and guests are provided a safe and secure environment.

- Safe School Needs Assessment
- District input
- School Site Inspection
- SRO/Law Enforcement

Component 1: People and Programs

Goal #1: Promote positive school climate through a focus on increasing attendance and reducing suspensions.

Goal #2: Assure each student a safe, respectful, accepting, and emotionally nurturing environment through systemic schoolwide practices.

Component 2: Places

Goal #1: Assure each student a safe physical environment

Evaluation of 2023-2024 Action Plans/Goals

An evaluation of the school's progress in fulfilling Action Plans/Goals outlined in the 2023-2024 Comprehensive School Safety Plan was performed by School Site Council and Safety Committee.

Conclusions of 2023-2024 Safe Schools Assessment

1) Areas of Pride and Strength (Components 1 & 2)

- Evidence of decreased discipline problems on the playground
- Evidence of significantly decreasing the suspension rate.

2) Areas to Change: (Components 1 & 2)

- Educating school community stakeholders including parents on safety procedures, responses, and resources.
- Adding additional evacuation drills to practice.
- Adding teacher signs, clipboard, safety vests and lanterns
- Practicing radio calls.
- Increase proactive SEL lesson with students with At-Risk-Youth Technician and Counselor

Analysis of how the data, needs and perceptions about the school's safety determined the goals: (EC 35294.2(a)(1))

Referral and suspension data were used to establish goals and debrief after drills with the safety committee.

Generalized statement of goals for 2024-2025 (EC 35294.2(a)(2)(H)):

Continue efforts to encourage student involvement and responsibility for safety and security of campus, and improve door security. Improve procedure for reporting unsafe behaviors on campus through AlertUs.

2023-2024 Safe School Needs Assessment

Data is included from VCSSFA Safety Inspection and/or Site/District Office Inspections

2024-25

After analyzing data, resources and desired areas of change, Flory Academy has determined that the following priorities of action are necessary to create a safe, secure campus and a positive learning environment emphasizing responsible and respectful behavior.

*Suspension Rate by year: in 2022-2023 school year 0.5% of students were suspended and it increased to 0.7% in 2023-2024

Component 1: People

Goal #1: Provide each student with resiliency skills (expectations, caring, and participation) by enhancing:

Social Emotional Sessions with the counselor

Menu of PBIS interventions

Red Ribbon Week

Anti-Bullying Week

College and Career Awareness events and activities

FULL PBIS schoolwide implementation, Tier 1, 2, and 3

Component #2: Programs

Goal #2: Assure a safe, respectful, accepting and emotionally nurturing environment by promoting:

Continued PBIS implementation

CHAMPS implementation

Student assemblies focused on character traits
Developing student leadership skills through student council
Promoting a school culture that focuses on being accepting of differences
Intervention and incentives for all students to promote a safe, accepting, and emotionally nurturing environment

Component 3: Places

Goal #1: Ensure a safe physical environment
New basketball backstops, hoops, nets
Roof repairs in identified locations
Lock blocks on all classroom doors
Upgraded filters installed in each classroom
Hand sanitizing and hand washing stations installed throughout the campus
Water filling stations installed throughout campus
Eating areas power washed and cleaned daily

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

The following strategies and programs are consistent with California educational code 32281 and reflect the school's commitment to safety within the following areas:

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

Moorpark Unified School District Board Policy 5141.4 As stated in the Board Policy, "District employees who are mandated reports, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect." (Penal Codes 11164-11174.3 and Child Abuse & Neglect Reporting Act)

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; athletic coaches, administrators, and directors; administrators and employees of a licensed child day care facility; Head Start teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering severe emotional damage or is at substantial risk of suffering serious emotional damage based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11166.05, 11167)

Any district employee who reasonably believes that he/she has observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under age 14 shall notify a peace officer. (Penal Code 152.3, 288)

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement, and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

Reporting Procedures

1. Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

Child Protective Services
805-654-3200

When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

2. Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572). (Penal Code 11166, 11168)

The Department of Justice form may be obtained from the district office or other appropriate agencies, such as the county probation or welfare department or the police or sheriff's department.

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167).

- a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter
- b. The child's name and address, present location, and, where applicable, school, grade, and class
- c. The names, addresses, and telephone numbers of the child's parents/guardians
- d. The name, address, telephone number, and other relevant personal information about the person who might have abused or neglected the child
- e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her. (Penal Code 11167).

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)

3. Internal Reporting

The mandated reporter shall not be required to disclose his/her identity to his/her supervisor, the principal, or the Superintendent or designee. (Penal Code 11166).

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Superintendent or designee.

The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

Training

Within the first six weeks of each school year, the Superintendent or designee shall provide training on mandated reporting requirements to district employees and persons working on their behalf who are mandated reporters. Any school personnel hired during the school year shall receive such training within the first six weeks of employment. (Education Code 44691; Penal Code 11165.7)

The Superintendent or designee shall use the online training module provided by the California Department of Social Services. (Education Code 44691)

The training shall include, but not necessarily be limited to, training in identification and reporting of child abuse and neglect. In addition, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7)

The Superintendent or designee shall obtain and retain proof of each mandated reporter's completion of the training. (Education Code 44691)

In addition, at least once every three years, school personnel may receive training in the prevention of child abuse, including sexual abuse, on school grounds, by school personnel, or in school-sponsored programs. (Education Code 44691)

Victim Interviews by Social Services

Whenever the Department of Social Services or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. The Superintendent or designee shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the student. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.

4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. (Education Code 48906)

Parent/Guardian Complaints

Upon request, the Superintendent or designee shall provide parents/guardians with procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those procedures, an interpreter shall be provided.

To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee also is obligated pursuant to Penal Code 11166 to file a report himself/herself using the procedures described above for mandated reporters.

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 4650.

Notifications

The Superintendent or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167. The district also shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)

Before beginning employment, any person who will be a mandated reporter by virtue of his/her position shall sign a statement indicating that he/she has knowledge of the reporting obligations under Penal Code 11166 and will comply with those provisions. The signed statement shall be retained by the Superintendent or designee. (Penal Code 11166.5)

Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637.

The Superintendent or designee also shall notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of his/her professional capacity or outside the scope of his/her employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that he/she knowingly made a false report or made a report with reckless disregard for the truth or falsity of the report. (Penal Code 11172)
2. If a mandated reporter fails to timely report an incident of known or reasonably suspected child abuse or neglect, he/she may be guilty of a crime punishable by a fine and/or imprisonment. (Penal Code 11166)

3. No employee shall be subject to any sanction by the district for making a report unless it can be shown that he/she knowingly made a false report or made a report with reckless disregard for the truth or falsity of the report. (Penal Code 11166)

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

The Board of Education recognizes that all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster. The district shall take all reasonable steps to prevent and/or mitigate the impact of a disaster on the district students, staff and schools.

The Superintendent or designee shall develop and maintain a disaster preparedness plan which contains routine and emergency disaster procedures, including, but not limited to, earthquake emergency procedures, and adaptations for individuals with disabilities in accordance with the Americans with Disabilities Act. Such procedures shall be incorporated into the comprehensive school safety plan (Education Code 32282)

In developing the disaster preparedness plan, the Superintendent or designee shall involve district staff at all levels, including administrators, district police or security officers, facilities managers, transportation managers, food services personnel, school psychologists, counselors, school nurses, teachers, classified employees and public information officers. As appropriate, he/she shall also collaborate with law enforcement, fire safety officials, emergency medical services, health and mental health professionals, parents/guardians, and students.

The plan shall comply with state-approved Standardized Emergency Management System (SEMS) guidelines established for multiple-jurisdiction or multiple-agency operations and with the National Incident Management System.

The Superintendent or designee shall provide training to employees regarding their responsibilities, including periodic drills and exercises to test and refine staff's responsiveness in the event of an emergency.

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services the district may deem necessary to meet the community's needs. (Education Code 32282)

District Employees are considered disaster service workers and are subject to disaster service activities assigned to them. (Government Code 3100)

AM Radio Stations:

KTNQ-AM 1020 "Univision America" Spanish KNX-AM 1070 "KNX 1070 Newsradio"
KUNX-AM 1400 "La Super X" Spanish KKZZ-AM 1520 "La Voz" Spanish
KVTA- AM 1590 "Ventura's Talk Authority"

FM Radio Stations:

KCRU-FM 89.1 "Public Radio for Southern California"
KIND-FM 94.1 "Radio Indigena 94.1" Spanish / Mixteco
KXLM-FM 102.9 "Radio Lazer 102.9 FM" Spanish

Disaster Plan (See Appendix C-F)

Adaptations for Students with Disabilities

Individualized Safety Plans – SB323 The CSSP has long required the preparation to assist students with disabilities in the event of a disaster or emergency on campus. SB323 expands this preparation to all students with disabilities on an individual basis. As the protocols for this section continue to evolve, one way to address students needs individually is to discuss any necessary adaptations to the Emergency Operation Plan at the time of the Individualized Educational Plan or 504 meeting. These discussions will not become part of the plan but gives parents, students, and school staff opportunity to discuss any changes necessary to provide safety to the student.

Be specific and detailed regarding how SWD will evacuate safely based on their needs, where will they evacuate to, staff assigned to support them, adaptive equipment to support them (wheelchair, etc)

Students with a one-on-one para shall remain with their para until reunification with their families. Students with crutches/or wheelchairs will receive assistance from the teacher.

All students and staff with disabilities and Access and Functional Needs (AFN) must have their individual needs integrated into the districts/school's Emergency Operations Plan. Developing a "buddy system" for assistance evacuating or concealing them to avoid an attacker is key, think creatively about how to use personal assistive devices. When communicating with individuals with a disability or AFN during a disaster, it is important to always ask the person how you can best assist. Asking the individual before assisting maintains their safety, independence, and health, as they are the expert when it comes to their individual needs. Teachers, staff and students will work together to make a plan for response to emergencies, including how to evacuate, lockdown, take cover during an earthquake.

Public Agency Use of School Buildings for Emergency Shelters

Moorpark Unified School District has an agreement with Ventura County Human Services Agency (VCHSA) for the use of their sites to be utilized as emergency shelters. VCHSA coordinates with public agencies including the American Red Cross to provide shelters in the event of an emergency.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

The Board of Education desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion. (Pursuant to Education Code §48900 and Moorpark Unified School District Board Policy 5144.1)

Student Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5, 48918)

Alternative to Suspensions/Options

To correct the behavior of any student who is subject to discipline, the Superintendent or designee shall, to the extent allowed by law, first use alternative disciplinary strategies specified in AR 5144 - Discipline. (Education Code 48900.5)

Alternatives to suspension or expulsion also shall be used with students who are truant, tardy, or otherwise absent from assigned school activities. Except for single acts of a grave nature or offenses for which suspension or expulsion is required by law, suspension or expulsion shall be used only when other means of correction have failed to bring about proper conduct or the student's presence causes a continuing danger to himself/herself or others.

Required Parental Attendance

The teacher of the class from which the student was suspended may require the parent/caregiver to attend a portion of a school day in the classroom in coordination with the principal and in accordance with all related policies/regulations for implementing this school suspension option.

Definitions

Suspension from school means removal of a student from ongoing instruction for adjustment purposes. Expulsion means removal of a student from the immediate supervision and control, or the general supervision, of school personnel. (Education Code 48925)

Parent Notification of Regulations

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, suspension and expulsion. (Education Code 35291, 48900.1, 48980)

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

The district shall inform the principal/teachers annually of students who were engaged in, or reasonably suspected to have engaged in, for the previous three school years, any of the acts described in:

- (a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 or Section 48915 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.
 - Education Code 48900 subdivision (except subdivision (h))
 - Education Code 48900.2 (sexual harassment)
 - Education Code 48900.3 (hate violence)
 - Education Code 48900.4 (harassment of school/district personnel or pupil; threats/intimidation)
 - Education Code 48900.7 (terrorist threat)
- (b) A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.
- (c) An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision a is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars (\$1,000), or both.
- (d) For the 1994-95 school year, the information provided shall be from the previous two school years. For the 1996-97 school year and each school year thereafter, the information provided shall be from the previous three school years.
- (e) Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

The Governing Board desires to provide a safe, orderly working environment for all employees. As part of the district's comprehensive school safety plan, the Superintendent or designee shall develop strategies for protecting employees from potentially dangerous persons and situations and for assisting them in the event of an emergency situation. (Pursuant to Education Code 49079)

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

The Board of Education desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic, extracurricular, and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, targeted at any student by anyone, based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or association with a person or group with one or more of these actual or perceived characteristics.

This policy shall apply to all acts related to school activity or to school attendance occurring within a district school, and to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school.

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also includes the creation of a hostile environment through prohibited conduct that is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

The Board also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigates or participates in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. He/she shall provide training and information on the scope and use of the policy and complaint procedures and take other measures designed to increase the school community's understanding of the requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the district's educational program. He/she shall report his/her findings and recommendations to the Board after each review.

Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be investigated and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion when the behavior is severe or pervasive as defined in Education Code 48900.4. Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, to enable the district to monitor, address, and prevent repetitive prohibited behavior in district schools.

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

The principal, staff, and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a proposed dress code shall be presented to the Board, which shall approve the plan upon determining that it is necessary to protect the health and safety of the school environment. The dress code policy may be included in the school's comprehensive safety plan. (Education Code 35183)

When determining specific items of clothing that may be defined as gang apparel, the school shall ensure that the determination is free from bias based on race, ethnicity, national origin, immigration status, or other protected characteristics.

Uniforms

The Board may approve a school-initiated dress code requiring students at the school to wear a school uniform whenever the Board determines that such a dress code will promote student achievement, a positive school climate, and/or student safety.

The Superintendent or designee shall establish procedures whereby parents/guardians may choose to have their children exempted from the school uniform policy. Students shall not be penalized academically, otherwise discriminated against, or denied attendance to school if their parents/guardians so decide. (Education Code 35183)

The Superintendent or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms. (Education Code 35183)

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

Supervision of Students –

Campus aides are in place to supervise students on both the kindergarten and upper grade playgrounds. Two campus aides supervise the TK and Kindergarten students before school, recess, and lunch times. Two campus aides supervise students in grades in 1-5 before school, recess, and lunch times. Campus aides also provide supervision while students are eating during lunch. There is one campus aid that receives students from the bus and supervises students while waiting for the bus during dismissal.

Visitors –

Many individuals visit the campus as volunteers or to participate in school events. To maintain a safe and secure environment, all parents and visitors are required to check in at the school office upon arrival, obtain and wear a visitor's badge, and then return to the school upon departure. All visitors must sign in the office and pick up a badge that identifies them as visitors.

Crossing Guards –

The city of Moorpark provides a crossing guard on the intersection of Los Angeles Avenue and Moorpark Avenue. This crossing guard is in place 15 minutes prior to the start of school and 15 minutes after the morning start bell. One crossing guard is provided in the Flory parking lot at the crossing walk from the sidewalk on Flory Avenue across the drive-through parking lot. This crossing guard is in place 15 minutes prior to the start of school and 15 minutes after the start or dismissal bell.

Safe Routes to School –

There is a city sidewalk in front of the school where students can safely access the main entrance of the school. In addition, there are two crossing walks that help pedestrians safely navigate through the parking lot and traffic flow.

Bicycle & Pedestrian Policy –

There are pedestrian crossing walks in the Flory parking lot to ensure a safe passage through the school parking lot. Pedestrians are reminded to use the appropriate crossing walks via communication from the administration office. There is one crossing guard at the walkway from the Flory Avenue sidewalk to the school lot. This allows safe passage of pedestrians during the high volume of cars moving through the lot during drop off and pick up. Students are allowed to ride bikes to and from school. There is one designated area to secure bikes and helmets during the school day. Individuals are reminded to walk bikes once they enter the school campus to ensure safety for all.

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

Component:

1. People and Programs

Element:

Goal 1. Provide Each Student with Resiliency Skills (Expectations, Caring, and Participation) by enhancing Character Value Education

Goal 2: Assure a Safe, Respectful, Accepting, and Emotionally Nurturing Environment by promoting Conflict Resolution Skills.

Opportunity for Improvement:

Second Step lesson to be conducted with At-Risk-Youth Technician, workshops for students across all grade levels.

Objectives	Action Steps	Resources	Lead Person	Evaluation
1.1	• Social Emotional Sessions with the counselor • Menu of PBIS interventions • Red Ribbon Week • Anti-Bullying Week -Kindness Week • College and Career Awareness events and activities • FULL PBIS schoolwide implementation, Tier 1, 2, and 3	Second Step, Wellness Peers	Administrative, Classified, Counseling and Teaching Staff	Ongoing
1.2	• Provide Community Service Opportunities. • Implement School Ambassadors Program and coordinate a Fall Food Drive. • Coordinate Fall Food Drive • Organize Toy Drive • Organize Community Yard Sale	District, Catholic Charities, Ruben Castro Charities	Administrative, Classified, Counseling, and Teaching Staff	Ongoing
2.1	Train campus aides on conflict resolution strategies for students.	Second Step, Keeth Mathey resources, Wellness Peers, ADL resources	Principal, Counselors, Campus Aides, Teaching Staff	Ongoing

Objectives	Action Steps	Resources	Lead Person	Evaluation
2.2	Develop Student Council Leadership Skills Certificated teacher to work with student council	Second Step, Keeth Mathey resources, Wellness Peers, ADL resources	Counselor, Teaching Staff	Ongoing
2.3	Provided Peaceful Playground training two times per year. PBIS traveling tour to review behavior expectations around different campus settings.	Second Step, Keeth Mathey resources, Wellness Peers, ADL resources	Principal, Counselors, Campus Aides, Teaching Staff	Ongoing
2.4	Provide Bully Prevention training to all students through assemblies, Second Step, Counselor lessons in the classroom	Second Step, Keeth Mathey resources, ADL resources	Counselor and At -Risk- Youth Technician	Ongoing

Component:

2: Places: Places – Create a Physical Environment That Communicates Respect for Learning and for Individuals

Element:

Assure each student a safe physical environment by improving student drop off and pick up.

Opportunity for Improvement:

- Picnic Tables in the Kindergarten yard
- Outside covering in the Kindergarten yard
- Educating school community stakeholders including parents on safety procedures, responses, and resources.
- Adding additional evacuation drills to practice.

Objectives	Action Steps	Resources	Lead Person	Evaluation
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Objectives	Action Steps	Resources	Lead Person	Evaluation
3.1	• New basketball backstops, hoops, nets • Roof repairs in identified locations • Lock blocks on all classroom doors • Upgraded filters installed in each classroom • Hand sanitizing and hand washing stations installed throughout the campus • Water filling stations installed throughout campus • Eating areas power washed and cleaned daily -Picnic Tables in Kindergarten yard -Outside covering in Kindergarten yard • Multiple parent communication on drop off and pick up procedures • Crossing guard in the parking lot for student safety • Staff at entry gates • Staff out in front of school at pick up • Paint curbs, parking spaces and	Falcon donations, FAST Booster Club	Principal, Office Manager, Maintenance and Operations	Ongoing

Component:

Element:

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation

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

Flory Academy of Sciences and Technology Student Conduct Code

Mission

Working together to empower all individuals to learn and grow

Vision

Flory Academy envisions a collaborative, inclusive community that values multilingualism and diversity and prepares students to excel academically, think critically, be curious, and become lifelong learners while serving as a model of professional development and leading STEAM school.

Pillars of Expectation:

- Safe
- On Task
- Accountable
- Respectful

Expectations of Students

- Attend school daily and be on time for each class.
- Know and follow our school rules and norms.
- Be courteous and respectful to school personnel, fellow students and the public in general.
- Behave in such a way that it does not disrupt the learning of others.
- Respect public and private property.

Expectations for Parents

- Assure that your child is in school and on time each day.
- Communicate as needed with teachers, staff members, and administrators.
- Help us bring out the best in each other at Flory Academy.
- Celebrate your child's successes and help us support challenges as needed.

Expectation for Staff

- Provide learning experiences appropriate for each student.
- Consistently and fairly enforce classroom rules and district rules and policies.
- Communicate on a regular basis with parents concerning their child's progress.
- Be available to parents for conference.
- Continually improve professional competencies.
- Develop enthusiasm and student agency through learning experiences that are engaging and relevant to pupils.

Expectations for Administrators

- Inform students and parents about school district discipline standards.

- Consistently monitor classroom, school, and district rules and policies.
- Counsel with students and parents regarding disciplinary matters.
- Provide professional growth experiences that will assist staff in increasing competencies.
- Provide leadership that will establish, encourage, and promote high-quality teaching and effective learning.

Basic School Rules:

- Attend school regularly.
- Be on time.
- Be prepared for class.
- Treat others with respect, care, and consideration.
- Conserve and protect school and private property.
- Engage in activities without “body contact.”
- Follow all school, playground, etc. rules.
- Use appropriate language.
- Follow district dress/uniform standards.
- Use class time wisely.
- Respect the rights of others.
- Complete all assignments on time when possible and ask for help as needed.

Consequences

Students will be counseled and supported by staff members as needed. Parents may be notified in writing and/or by telephone call for repeated infractions by the student’s teacher and/or principal. After counseling, students may lose privileges and/or receive detentions for repeated infractions.

Continued infractions may require a parent conference with the student’s teacher and/or principal. Serious infractions may result in immediate suspension and/or recommendation for expulsion for the student.

Positive Reinforcements

Incentives are used to promote exemplary student conduct.

Summary

The staff, School Site Council, and the principal will review the school rules and discipline program. These groups will consider the impact of the school-wide recognition programs and their effectiveness. The number of discipline referrals and suspensions will be reviewed. All community members are encouraged to maintain an ongoing dialogue about standards for community-building and school safety.

GENERAL

Education Code 44807: Every teacher in the public schools shall hold Pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. A teacher, vice principal, principal, or any other certificated employee of a school district shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree of physical control over a pupil that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning.

Conduct Code Procedures

The Board of Trustees believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, going to or coming from school, at school activities, or using district transportation.

The Superintendent or designee shall ensure that each school develops standards of conduct and discipline consistent with Board policies and administrative regulations. Students and parents/guardians shall be notified of district and school rules related to conduct.

Prohibited student conduct includes, but is not limited to:

1. Conduct that endangers students, staff, or others, including, but not limited to, physical violence, possession of a firearm or other weapon, and terrorist threats;
2. Discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hate-motivated behavior, cyberbullying, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption;
3. Conduct that disrupts the orderly classroom or school environment;
4. Willful defiance of staff's authority;
5. Damage to or theft of property belonging to students, staff, or the district; The district shall not be responsible for students' personal belongings which are brought on campus or to a school activity and are lost, stolen, or damaged.
6. Obscene acts or use of profane, vulgar, or abusive language;
7. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs;
8. Possession or use of a laser pointer, unless for a valid instructional or other school-related purpose (Penal Code 417.27)

Prior to bringing a laser pointer on school premises for a valid instructional or school-related purpose, a student shall obtain permission from the principal or designee.

9. Use of a cellular/digital telephone, pager, or other mobile communications device during instructional time.

Such devices shall be turned off in class, except when being used for a valid instructional or other school-related purpose as determined by the teacher or other district employee, and at any other time directed by a district employee. Any device with camera, video, or voice recording function shall not be used in any manner which infringes on the privacy rights of any other person.

No student shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician or surgeon to be essential for the student's health and the use of which is limited to purposes related to the student's health. (Education Code 48901.5)

10. Plagiarism or dishonesty on school work or tests;
11. Inappropriate attire;
12. Tardiness or unexcused absence from school;
13. Failure to remain on school premises in accordance with school rules;

Employees are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or receive a report of a violation of these standards, to immediately intervene or call for assistance. If an employee believes a matter has not been resolved, he/she shall refer the matter to his/her supervisor or an administrator for further investigation.

(K) Hate Crime Reporting Procedures and Policies

Hate Motivated Behavior – BP 5145.9

The Board of Education is committed to providing a safe learning environment that protects students from discrimination, harassment, intimidation, bullying, and other behavior motivated by a person's hostility towards another person's real or perceived ethnicity, national origin, immigrant status, sex, gender, sexual orientation, religious belief, age, disability, or any other physical or

cultural characteristic. The Superintendent or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents if they occur.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. Such collaborative efforts shall focus on ensuring an efficient use of district and community resources, developing effective prevention strategies and response plans, providing assistance to students affected by hate-motivated behavior, and/or educating students who have perpetrated hate-motivated acts.

The district shall provide students with age-appropriate instruction that includes the development of social-emotional learning, promotes their understanding of and respect for human rights, diversity, and acceptance in a multicultural society, and provides strategies to manage conflicts constructively.

As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

The Superintendent or designee shall ensure that the rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident are provided to students and parents/guardians.

The Superintendent or designee shall provide staff with training on recognizing and preventing hate-motivated behavior and on effectively enforcing rules for appropriate student conduct.

Complaint Process

A student or parent/guardian who believes the student is a victim of hate-motivated behavior is strongly encouraged to report the incident to a teacher, the principal, or other staff member.

Any staff member who is notified that hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident shall immediately contact the principal or the compliance officer responsible for coordinating the district's response to complaints and complying with state and federal civil rights laws. As appropriate, he/she shall also contact law enforcement.

Any complaint of hate-motivated behavior shall be investigated and, if determined to be discriminatory, shall be resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures. If, during the investigation, it is determined that a complaint is about nondiscriminatory behavior, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

(J) Procedures to Prepare for Active Shooters

1. A dangerous person could be someone with a legitimate purpose on campus (student, staff, or authorized visitor) or an unauthorized person.
 - a. Active assailant/armed suspect
 - b. Trespasser
 - c. Thief or vandal
 - d. Registered sex offender
2. **Warning:** The principal or designee will signal for a Priority 1 **"Lockdown"**
3. **Action:** In the event of a dangerous person on campus, utilize necessary actions – 3 outs: Lock out, Get out, Take out
 - a. Inside school building
 - i. Implement **"Lockdown"**
 - ii. **Call 911**
 - iii. Construct barriers using furniture, desks, etc., as far from the door and windows as possible
 - iv. Instruct students to lie down behind the barriers
 - v. Do not open doors until after the lockdown is cancelled or you are absolutely sure of the identity of the person asking to open the door
 1. Ask for identification, it can be slid under the door.
 - vi. If the assailant enters an occupied room:
 1. If possible, run away from the threat to a safe location

- a. An open room or behind a block wall or building, or off campus
 - b. It is OK to leave campus if it leads to safety
 - c. Hide where there is concealment and cover
 - d. A place that hides staff and students and provides protection from bullets
 - 2. Fight when there are no other options
 - a. Try to use surprise and/or anything you can use as a weapon
 - b. Chairs, books, fire extinguisher, etc.
- b. Outside
 - i. Follow procedure e) under c.1) "Inside school building."
- c. When law enforcement arrives, be quiet and compliant, do not look like a threat
 - i. Keep hands empty and hold them up when law enforcement approaches
 - ii. If known, tell where the assailant is located

Procedures for Preventing Acts of Bullying and Cyber-bullying

District Policy

The Governing board affirms the right of every student to attend a school that is safe and secure. The District's Policy on Bullying (Board Policy 5131.2) can be accessed on the District's website at www.mrpk.org you may also request a copy of the policy at the school office.

The Board of Education recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

All persons are to be treated with dignity and respect; therefore, the district, schools, students, parents/guardians and community have an obligation to promote mutual respect and safe, harmonious relations that support dignity and equality. To that end, the school district has in place policies, procedures, and practices that are designed to reduce and eliminate bullying and harassment as well as processes and procedures to address incidents of bullying and harassment when they occur.

These Policies and procedures must be disseminated annually to staff, students, and parents/guardians.

The district will not tolerate bullying or any behavior that infringes on the safety or well-being of students, staff, or any other persons within the district's jurisdiction whether directed at an individual or group. This includes but is not limited to bullying or harassment based on race, color, creed, national origin, ethnicity, gender, gender identity, gender expression, language, perceived or actual sexual orientation, physical or mental disability, political or religious ideology, physical appearance, or economic status, or association with a person or group with one or more of these actual or perceived characteristics. This policy applies to all acts while on school grounds, at a school sponsored activity, while traveling to and from school, on a school bus, during any activity related to school attendance.

Opioid Prevention and Life-Saving Response Procedures

All emergency medical situations are immediately called to the nurses/health clerks' attention. At any stage that a student is unconscious or unresponsive emergency medical is called to evaluate and transport the student as necessary. Every school site has been provided Naloxone for use in the event of an opioid overdose.

In the event of suspected opioid overdose and Opioid Antagonist will be administered to the student or staff member. Several staff members at each school site have been trained on the use of the Opioid Antagonist and have access to the medication. The antagonist is housed nurse's office.

Response Procedures for Dangerous, Violent, or Unlawful Activities

The district currently follows protocols to complete threat assessments, these protocols are currently being updated to better capture low level and perceived threats as well as addressing outright threats. Protocols include the response of school counselor, administrator, school resource officer and the reporting teacher/staff member as well as possible input from district staff. Any threat of any level in any school event or location will be addressed with the team response model, including for threats of homicide after reporting the threat to Law Enforcement as required by SB906.

Any Dangerous Violent or unlawful activities or threat of any level in any school event or location (i.e. online or social media threat) will be addressed with the similar response including for threats of homicide after reporting the threat to Law Enforcement as required by law.

Instructional Continuity Plan

Purpose

Per California Education Code 46393, there is an increased need for local educational agencies to provide instructional continuity for students when conditions make in-person instruction infeasible for all or some students, and that maintaining access to instruction during a natural disaster or emergency is crucial in mitigating the negative impacts of lost learning time and supporting student mental health. This plan addresses the requirements as outlined in California Education Code 46393.

Moorpark Unified School District's (MUSD's) first priority will always be to serve students through in-person instruction as quickly as possible following a natural disaster or other emergency event. Independent study is offered to any student impacted by any of the conditions listed in Educational Code Section 46392 within 10 instructional days of the first day of a school closure or material decrease in attendance. Students who are individuals with exceptional needs shall receive the services identified in their Individualized Education Programs pursuant to paragraph (9) of subdivision (a) of Section 56345 and may participate in an independent study program.

Continuity of Instruction

Based on the specifics of the natural disaster or other emergency, students may be provided hard copies of instructional materials, synchronous or asynchronous online instructional activities or other communications technology.

Supports for Students with Unique Needs

As described above, students with Individualized Educational Programs (IEPs) shall receive the specific services as outlined in the Emergency Conditions Provisions section of their Individualized Education Programs (IEPs).

This may include:

- Interaction, instruction, and check-ins between teachers and students through the use of computer or communications technology
- Video or audio instruction in which the primary mode of communication between the pupil and certificated employee is online interaction, instructional television, video, telecourses, or other instruction that relies on computer or communications technology
- The use of print materials incorporating assignments that are the subject of written or oral feedback

Students with IEPs may participate in an independent study program if their IEP states independent study is their recommended and agreed to program.

Student Participation and Progress

MUSD will adhere to all applicable independent study education code and MUSD Board policies and administrative regulations BP 6158 and AR 6158.

Access to Instructional Materials Including Devices and Connectivity

Students will be provided instructional materials as outlined in their independent study plan and/or Individualized Education Plan. Should students require technology devices as part of their instructional program during school closures, MUSD will provide them.

Trauma-Informed Drills

Assembly Bill 1858

When developing drills for staff and student for active assailant our LEA will ensure that the drills are trauma informed, age and developmentally appropriate, including no use of explosions, shooting of blanks or real weapons. Parents will be made aware of any drill upcoming, and will make staff and students aware at the beginning and the end of each drill.

Emergency Response Equipment

Assembly Bill 2887

Our district has incorporated both AEDs and trauma kits into the emergency response equipment available at school sites and has built a team of responders for each school site. AEDs and trauma kits can be found in the nurses office of each school site. Additional AEDs and Trauma kits can also be located emergency bin North of building J

Safety Plan Review, Evaluation and Amendment Procedures

A Safety Committee is created every school year. The purpose of the committee is to review the Safety Plan on a continual basis and make any necessary changes and adjustments in order to ensure the safety of students, families and staff members. The committee meets regularly to review and make any necessary recommendations and changes. All changes are brought to the attention of the staff and stakeholders at meetings. The plan is reviewed in December, approved by SSC in January, and updated by February of each year.

Emergency Contact Numbers

Utilities, Responders and Communication Resources

Law Enforcement Emergency 911

Fire/Paramedic Emergency 911

Public Utilities

Southern California Edison 800-655-4555

Southern California Gas 800-427-2200

Water District 805-378-3000

Local Hospital(s)

Adventist Health Simi Valley

Los Robles Hospital

Ventura County

Office of Emergency Services 805-654-2551

American Red Cross

Camarillo (main office) 805-987-1514

School District

District Office 805-378-6300 ext. 0

Maintenance/Operations 805-378-6300 ext. 1430

Superintendent's Office

Dr. Kelli Hays x1702

Areli Hernandez x1701

Dan Wolowicz x1704

Asst. Supt. Personnel

Dr. Cathy Lasure x1602

Virginia Silva x1601

Classified Personnel

Kelli Burns x1603

Lupe Govea x1604

Reception

Lizbeth Nessi Ramirez x1610

Asst. Supt. Business Services

Juan Pablo Herrera x1402

Marisa Magaña x1401

Facilities

Denise Berrington x1431

Hector Alvarado x1434

Transportation

Main x1450

Monica McCallum x1451

Fiscal/Purchasing

Cathie Roberts x1419
Sarah Hernandez x1441

Warehouse

Rudy Muñoz x1447

CNS

Kelly Carrillo x1422
Orlando Orozco x1421

Accounting

Suman Dhaliwal x1417
Sherie Velador x1416

Payroll

Eva Gutierrez x1414
Brenda Camacho x1415

Technology

David Roberts x1462
Trevor Simons x1470
Main x1460

Asst. Supt. Instruction

Dr. Jane Wagmeister x1502
Sabrina Johnson x1501

Curriculum/Instruction

Melissa La Belle x1512
Ileana Barrick x1510

Assistant Director of Instruction

Nathan Inouye x1545
Rosalinda Silva x1518

Special Education

Lilia Magaña x1534
Michelle Iraheta Canales x1532

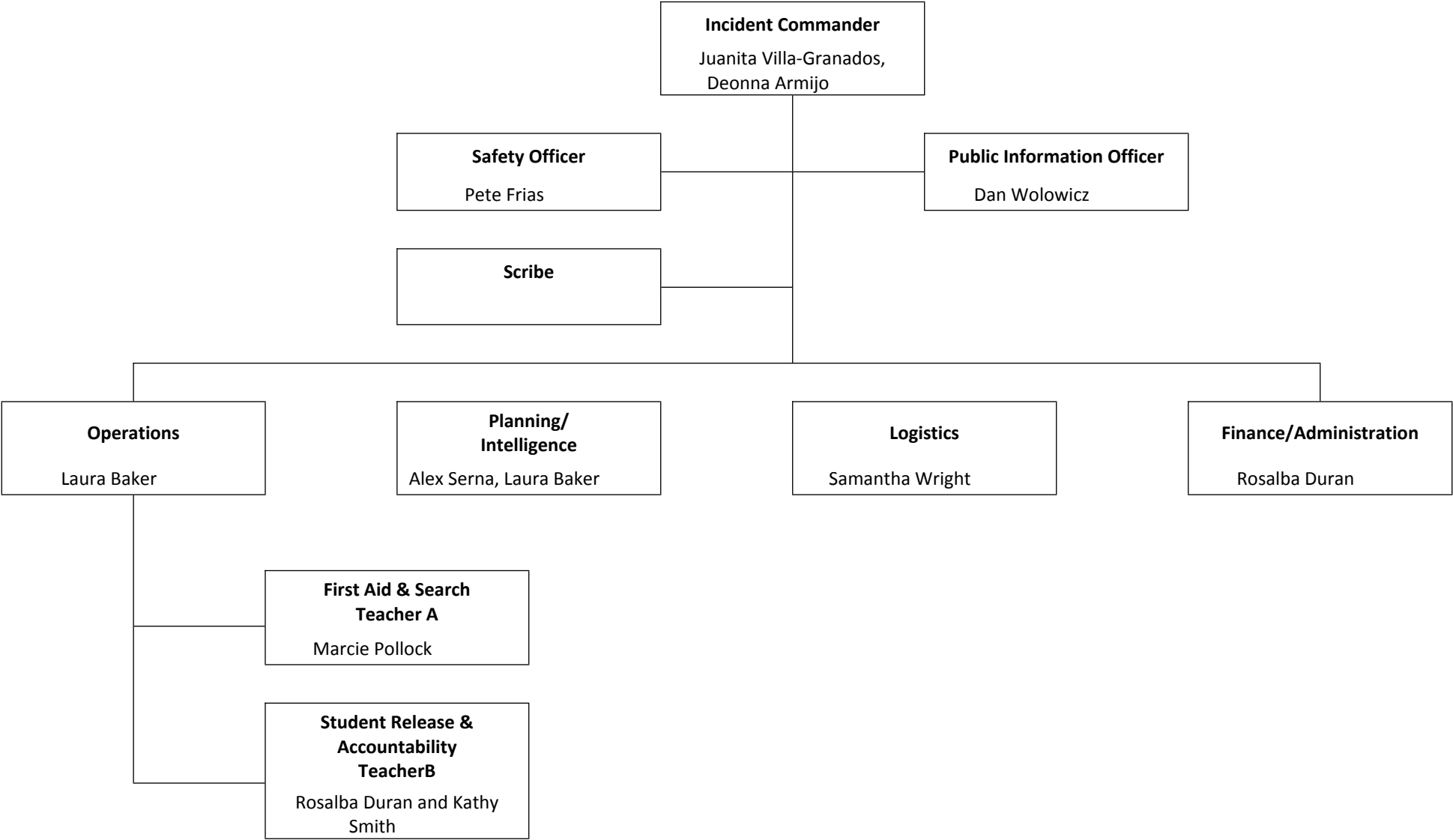
Enrollment Center

Rose Han x1525

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Review CSSP with ELAC parents	9/26/24 @ 4:45 pm	ELAC meeting
Review CSSP with SSC	10/23/24 @ 3:10 pm	SSC meeting
Review CSSP with Title 1 parents	10/31/24 @ 5pm	Title 1 meeting

Flory Academy of Sciences and Technology Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

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

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

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

Operations

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

Logistics

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

Finance & Administration

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

Emergency Response Guidelines

Step One: Identify the Type of Emergency

Step Two: Identify the Level of Emergency

Step Three: Determine the Immediate Response Action

Step Four: Communicate the Appropriate Response Action

Types of Emergencies & Specific Procedures

Aircraft Crash

1. Aircraft can enter campus near airports/roadways or in-flight paths.
2. **Warning:**
 - a. The engine of an aircraft may sputter or explode prior to the aircraft falling.
 - b. The aircraft may give no warning before falling.
 - c. Sound or screeching breaks or collision
3. **Action:**
 - a. If an aircraft lands on a portion of the school, the following steps will be implemented:
 - i. Staff will evacuate students from buildings as per fire drill to safe area.
 - ii. All students and staff will be kept at a safe distance, up-wind, allowing for possible explosion.(Note: In case of a jet aircraft, minimum safe distance is 400 yards.)
 - iii. School office will immediately notify:
 1. Fire Department 911
 2. Law Enforcement Agency 911
 3. District Office
 - b. If an aircraft falls near the school, the following will be accomplished:
 - i. All students and staff will be kept at a safe distance, up-wind, allowing for possible explosion. (Note: In case of jet aircraft, minimum safe distance is 400 yards.)
 - ii. School office will immediately notify:
 1. Fire Department 911
 2. Law Enforcement Agency 911
 3. District Office

Animal Disturbance

1. Verify attendance and prepare a list of missing students:
2. Communicate list of missing students
3. If there is a rabid or uncontrollable animal on or near campus, this should be implemented if it threatens the safety of the students and staff
4. **Warning:** Announcement “Return to classrooms” and “Shelter in place”

5. **Action:** Shelter in Place

- a. Isolate the students from the animal. Close doors and lock tables as a means to isolate the animal.
- b. If the animal is outside, keep students inside and institute a shelter in place.
- c. If the animal is inside a building, initiate an evacuation of just that room to a protected area away from the animal.
- d. Verify attendance and prepare a list of missing students.
- e. Communicate list of missing students.
- f. Contact Ventura County Animal Control assistance in removing the animal.
- g. If the animal injures anyone, seek medical assistance.
- h. Notify parent/guardian and recommended health advisor.

Armed Assault on Campus

1. Close and lock classroom doors, close and lock windows and close window treatments, if available
 - a. Once the Lockdown has started, teachers should not, under any circumstance open their doors until the end of the lockdown,
 - b. Opening a door, even to let in a student, could give an active shooter access into the room
2. Physical Education students should be taken to the nearest room, and held there until the end of the lockdown.
3. Teaching activities are to be stopped
4. Silence all mobile telephones, keep the classroom computer turned on
5. Continue to check e-mail for updates
6. Keep students quiet and away from doors and windows. Maintain a calm environment. Take roll and prepare a list of missing students
7. Call or e-mail attendance information to the office, after the threat is contained
8. If there are no problems, place a green sheet of paper on the front window of the classroom
9. If there are problems, place a red sheet of paper on the window
 - a. If there is no sheet of paper in the window, the police will consider the room in trouble
10. Principal or designee will announce over the intercom when the lockdown is ended.

Biological or Chemical Release

1. This is an incident involving the discharge of a biological substance in a solid, liquid or gaseous state. A biological agent can be introduced through:

- a. Postal mail, via a contaminated letter or package
- b. A building's ventilation system
- c. A small explosive device to help it become airborne
- d. A contaminated item such as a backpack, book bag, or other parcel left attended
- e. Food supply
- f. Aerosol release (for example, with a crop duster or spray equipment)

Defense against biological release (e.g. anthrax, smallpox, plague, ricin etc.) is difficult because it usually appears after some time has lapsed. Indicators that may suggest the release of a biological or chemical substance include multiple victims suffering from: watery eyes, choking or breathing difficulty, twitching or the loss of coordination. Another indicator is the presence of distressed animals or dead birds. Determine which scenario applies and implement the appropriate response procedures.

2. **Warning:** Announcement to "Shelter in place"

3. **Action:** Shelter in Place, followed by additional actions, student release as necessary:

- a. Move students away from immediate vicinity of danger.
- b. Segregate individuals who have been topically contaminated by a liquid from unaffected individuals. Send affected individuals to a designated area medical attention.
- c. Verify attendance and prepare a list of missing students.
- d. Communicate list of missing students.
- e. Shut off HVAC units.
- f. Move to central location where windows and doors can be sealed with duct tape.
- g. Call 911. Provide location and nature of the emergency and school actions taken.
- h. Turn on a battery-powered commercial radio and listen for instructions.
- i. Complete the Biological and Chemical Release Response Checklist.
- j. Remain inside the building until the Department of Health or Fire Department determines it is safe to leave.
- k. **THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT:**
 - i. Wash affected areas with soap and water.
 - ii. Immediately remove and contain contaminated clothing.
 - iii. Do not use bleach on potentially exposed skin.
 - iv. Remain in safe, but separate area, isolated from those who are unaffected, until emergency response personnel arrive.

Bomb Threat/ Threat Of violence

1. Bomb threats are usually received by telephone. Bomb threats are serious until proven otherwise. Obtain information with the checklist on the reverse of this sheet.
2. **Warning:**
 - a. Bomb threats are usually received as an anonymous telephone call
 - b. Bomb threats may arrive as a letter or handwritten note, e-mail message, or suspicious package
3. **Action:**
 - a. Recipient of the threatening telephone call
 - i. Remain calm. Keep the caller on the line as long as possible. **Do Not Hang Up**, even if the caller does
 - ii. Listen carefully. Be polite and show interest.
 - iii. Notify a coworker via note or hand signals or if in a classroom, contact the office immediately.
 - iv. Complete the Bomb Threat Checklist on the reverse side of this sheet. Write down as much detail as can be remembered. Try to use exact words.
 - v. If the telephone has a display, copy the number and/or letters on the display window.
 - vi. Attempt to get information on location of bomb, and any identification characteristics of caller. Have them repeat the message
 - vii. Immediately upon termination of the call, do not hang up, but from a different telephone, call (access code) 9-1-1
 - b. If a bomb threat is received by letter or handwritten note:
 - i. Handle the letter or note as minimally as possible.
 - ii. Notify the office or call (access code) 9-1-1
 - c. If a bomb threat is received by e-mail:
 - i. Do not delete the e-mail message.
 - ii. Notify the office or call (access code) 9-1-1
 - d. Bomb or Suspicious Device
 - i. Do not touch or approach the device
 - ii. Notify the office immediately
 - iii. Get students out of the immediate areas and wait for directions from the office.

Bus Disaster

1. Each school should maintain a folder for each bus serving the school. This folder should contain rosters, including an emergency telephone number for each student assigned to ride the bus. The teacher in charge of a special activity trip should prepare trip bus folders; one copy of the student emergency contact information should be placed in the trip folder and a second copy should accompany the teacher on the trip. Bus drivers may need to make spontaneous, independent decisions, based on the nature of the emergency, age of children, location of bus and other unique circumstances.
2. **Warning:** Accident, inclement weather, health emergency
3. **Action:**
 - a. **Bus Driver:**
 - i. Turn off power, ignition and headlights. Use safety lights, as appropriate.
 - ii. Evaluate the need for evacuation.
 - iii. Remain with the vehicle. Notify California Highway Patrol.
 - b. **Staff actions at the scene:**
 - i. Call 911, if warranted.
 - ii. Notify principal.
 - iii. Implement basic first aid until emergency medical services and/or law enforcement arrives and takes charge of the emergency.
 - iv. Move all uninjured students to a safe distance from the accident.
 - v. Document the names of all injured students and their first aid needs.
 - vi. Verify attendance and prepare a list of missing students.
 - vii. Communicate list of missing students
 - c. **Principal/site administrator actions:**
 - i. Notify law enforcement
 - ii. Notify parents/guardians of all students on the bus as soon as accurate information is available.
 - iii. Designate a school staff representative to proceed to any medical treatment facility to which an injured student has been taken to assist parents and provide support to students, as appropriate.
 - iv. Notify school community about the incident and status of injured students and/or staff.
 - v. Prepare news release for media, if appropriate.

Disorderly Conduct

1. A public or student demonstration or riot on or near school grounds that has the potential to, disrupt school activities, cause injury to staff and students and/or cause property damage.
2. **Warning:** The principal or designee will signal for a **“Shelter in Place”**

3. Action:

- a. Follow Principal's or designee's direction for possible **"Shelter in Place."**
- b. Call 911**
- c. Account for all students and staff.
- d. Remain in classroom or designated areas until contacted.
- e. Remain calm and reassuring.

Earthquake

1. **Warning:** The beginning of this type of emergency is the beginning of the disaster itself
2. **Action:** "Duck, Cover, and Hold On" consists of:
 - a. Command "Duck, Cover, and Hold On" is given.
 - b. Each student and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows.
 - c. Students and staff immediately duck under a desk or table and, with both hands, hold onto the desk leg or table leg.
 - d. Hang on with both hands and be prepared to move with the desk or table and keep your head and body under the top of the desk or table at all times. Try to stay on your knees when the furniture is moving to keep your face off the floor.
 - e. After all movement and noise stops, stay under desk or table until a teacher gives you instructions. Listen carefully and follow instructions.
3. Action "Duck, Cover, and Hold" is effective for students and staff who are indoors, and is considered appropriate for, but not limited to, the following:
 - a. Earthquake: shaking of the Earth
 - b. Explosion
 - c. Surprise nuclear attack:
 - i. Intense light
 - ii. Tremendous sound

Explosion or Risk Of Explosion

1. Fallout is a radioactive combination of dirt, fission products, and anything else that is picked up by a nuclear explosion that then settles over surrounding areas.
 - a. Fallout from an explosion by an improvised nuclear device in Los Angeles can spread to Ventura County,
 - b. Fallout from an explosion in Los Angeles is expected to reach eastern Ventura County in approximately two to three hours
 - c. Radiation levels of fallout over Ventura County are not expected to be fatal, but may cause radiation illness,

- i. The hazard from fallout is not from breathing the particles, but from exposure to the ionizing radiation given off after the fallout particles have settled on the ground and building roofs.

Fire in Surrounding Area

1. Fire can occur near school due to the following
 - a. Sources of ignition near flammable and combustible materials,
 - b. Overloaded electrical circuits,
 - c. Wildfires spreading onto school sites from neighboring areas,
 - d. Lightning.
2. **Warning:** Fire alarm
3. **Action:**
 - a. Determine the need to implement **Action “Evacuate”**
 - b. Determine the need to implement **Action “Directed Transportation”**
 - c. **Call 911**
 - d. Take roll, and maintain control of students at the assembly area
 - e. Maintain a safe distance from the fire and the firefighting equipment
 - f. Account for all students
 - g. Stay with students, keeping them together
 - h. Wait for an all clear announcement

Fire on School Grounds

1. Fires can occur at school sites due to the following
 - a. Sources of ignition near flammable and combustible materials,
 - b. Overloaded electrical circuits,
 - c. Wildfires spreading onto school sites from neighboring areas,
 - d. Lightning.
2. **Warning:** Fire alarm
3. **Action:**
 - a. Sound the fire alarm. This will automatically implement **Action “Evacuate”**

- b. Determine the need to implement **Action “Directed Transportation”**
- c. **Call 911**
- d. Take roll, and maintain control of students at the assembly area
- e. Maintain a safe distance from the fire and the firefighting equipment
- f. Account for all students
- g. Stay with students, keeping them together
- h. Wait for an all clear announcement

Flooding

1. Flooding on a school site may be caused by heavy rain, failure of a dam, or for coastal sites, a tsunami.
2. **Warning:**
 - a. Method: Direct communication with principal or designee.
 - b. How Received: By telephone or notification from civil agency or district administrator.
3. The extent of the flood or tsunami and the estimated time before it arrives will dictate the course of action to be taken. The principal or designee may initiate the following emergency actions:
 - a. Call 911
 - b. Execute **Action “Evacuate”** (fire alarm), or
 - c. Execute **Action “Student Release,”** or
 - d. Execute Action **“Directed Transportation,”** or
 - e. Provide care for students at school

Loss or Failure Of Utilities

1. Failure of any of the utilities (electricity, gas, water) during school hours constitutes a condition that must be dealt with on a situational basis. Advance notice may be received from a utility company regarding loss of service. In many cases, such loss of service will be of short duration and require no special action other than notifying staff of the temporary interruption of service.
2. **Warning:** The beginning of this type of disruption is the beginning of the failure itself
3. **Actions:**
 - a. Notify utility company. Provide the following information:
 - i. Affected areas of the school site
 - ii. Type of problem or outage

- iii. Expected duration of the outage, if known
- b. Determine length of time service will be interrupted.
- c. Determine desired action, which may include relocation of students and staff, notification of parents, and alternate food service.
- d. If disruption in service will severely hamper school operation, notify students and staff by appropriate means.
- e. Use messengers with oral or written word as an alternate means of faculty notification
- f. Notify District Office of loss of service.
- g. Implement plan to provide services without utilities or with alternate utilities

Motor Vehicle Crash

- 1. Motor Vehicles can enter campus near roadways.
- 2. **Warning:**
 - a. Sound or screeching breaks or collision
- 3. **Action:**
 - a. If a motor vehicle stops on a portion of the school, the following steps will be implemented:
 - i. Staff will evacuate students from buildings as per fire drill to safe area.
 - ii. All students and staff will be kept at a safe distance, up-wind, allowing for possible explosion.
 - iii. School office will immediately notify:
 - 1. Fire Department 911
 - 2. Law Enforcement Agency 911
 - 3. District Office

Pandemic

In the event of a pandemic, Moorpark Unified School District will follow guidance and recommendations from Ventura County Public Health (VCPH), California Department of Public Health (CDPH), and California Department of Education (CDE) and implement a continuity plan for education of students.

Psychological Trauma

Many emergencies may result in psychological trauma for students and school staff. These emergencies may include an act of violence; the death of a student or staff member; an earthquake or other natural disaster; a serious environmental problem; or ethnic and racial tensions. Emergencies may result in the following conditions:

- Temporary disruption of regular school functions and routines.
- Significant interference with the ability of students and staff to focus on learning.
- Physical and/or psychological injury to students and staff.

- Concentrated attention from the community and news media.

As a result, students and staff may exhibit a variety of psychological reactions. Once the physical safety of those involved has been ensured, attention must focus on meeting the emotional and psychological needs of students and staff.

Procedure:

1. The school administrator will establish a plan with the counselor, to provide necessary assistance after all types of crises.
2. The counselor, with assistance if necessary, will assess the range of crisis intervention services needed during and following an emergency.
3. The counselor, with assistance if necessary, will provide direct intervention services for students and staff.
4. The school administrator and counselor, with assistance if necessary, will work together to determine when and how school functions should be restored.
5. The school administrator and counselor should provide ongoing assessment, if needed, as well as follow-up services, as required. Convene a Crisis Intervention Team; list names of counselors or other trained staff.

Suspected Contamination of Food or Water

The following procedure should be followed if any school staff member reports suspected contamination of food or water. This procedure applies where there is evidence of tampering with food or packaging, observation of suspicious individuals in proximity to food or water supplies, or if the school is notified of possible food/water contamination by district staff or local agencies. Indicators of contamination may include unusual odor, color, or taste, and/or multiple persons with unexplained nausea, vomiting, or other illnesses.

Procedure

1. Upon indication of suspected contamination, the school administrator will work with appropriate school staff to isolate the suspected food/water. Access should be restricted to the contaminated area to prevent consumption of food/water.
2. The school administrator should call 9-1-1 and the County Health Department at 530-225-5591.
3. School medical personnel should assess the need for medical attention and provide first aid, as appropriate.
4. The school administrator and necessary personnel will make a list of all potentially affected students and staff along with their symptoms, the food/water suspected to be contaminated, and the quantity and description of products consumed. The list should be provided to responding authorities.
5. The school administrator should work with local authorities and the County Health Department to determine necessary follow-up actions, including the need to notify the other potentially affected school in the district.
6. The school administrator will work with the County Health Department to determine when normal school operations can resume.
7. The school administrator will notify parents of the incident, as appropriate.

Tactical Responses to Criminal Incidents

Initial response to criminal incidents can be found under “Active Assailant on Campus” section of this document. In addition threats or planned incidents will be communicated to site and district administration and to law enforcement. As required by regulation any threats of homicide are reported immediately to law enforcement and investigated.

Unlawful Demonstration or Walkout

1. A public or student demonstration or riot on or near school grounds that has the potential to disrupt school activities, cause injury to staff and students, and/or cause property damage.
2. **Warning:** The principal or designee will signal for a **“Shelter in Place”**
3. **Action:**
 - a. Follow Principal’s or designee’s direction for possible “Shelter in Place.”
 - b. Call 911
 - c. Account for all students and staff.
 - d. Remain in classroom or designated areas until contacted.
 - a. Remain calm and reassuring.

Emergency Evacuation Map

FLORY ACADEMY OF SCIENCE & TECHNOLOGY EVACUATION MAP

