

Comprehensive School Safety Plan Template

SCHOOL: [Buckingham Charter Magnet High School](#)

County-District School (CDS) Code: [4830113](#)

Principal: [Jeff Erickson](#)

Date of this revision: [March 1, 2013](#)

School Site Council Approval Date: [March 15, 2013](#)

**Board Policies and Administrative Regulations referenced in this plan
are available on the Vacaville Unified School District website:
<http://www.vacavilleusd.org>**

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Section 1 - Site Council


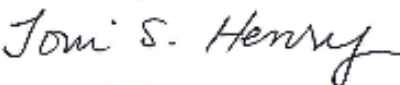
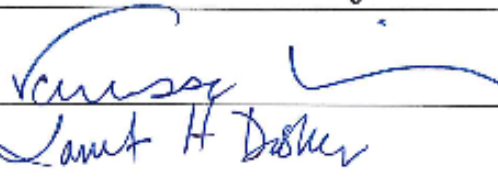
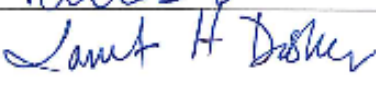




Safety Committee Members (add columns as needed)

Names of Members	Administrator	Certificate staff	Other School Staff	Parent or Community Member / Other /	Secondary Student
Jeff Erickson	x				
Sandra Ohara	x				
Toni Henry		x			
John Ford		x			
Ryan Price		x			
Jouli Jara		x			
Phil Bock			x		
Hala Khoury			x		
Janet Dosker			x		
Vanessa Wooning				x	
D. J. Penny					x
Numbers of members in each category					

Comprehensive Safe School Plan Assurance Page

Buckingham Charter Magnet High School
Name of School

This certifies that the School Site Council/School Safety Planning Committee has developed/revised and approved the Comprehensive School Safety Plan.

Member (Print name)	Signature
Principal or Principal's Designee: * Sandra Ohara	
Certificated Teacher: * Toni S. Henry	
Parent of Child Attending the School: * Vanessa Wooning	
Classified Employee: * JANET H. DOSKER	
Law Enforcement Agency Rep:	
Student (grade appropriate) D SPENNY	
Other: Hala Khoury	
Other: Phi Bock	
Other: Certificated Teacher John Ford	

*required members

Date Annual Revisions Completed March 15, 2013 and approved by Site Council.

NOTE: The Comprehensive School Safety Plan revisions shall be submitted annually for approval by the School Board.

Minutes of Public Meeting



Buckingham Charter High School
188 Bella Vista Road, Ste. B-Main Office/Bldg. 1
186 Bella Vista Road, Ste. D-Gymnasium/Bldg. 2
Vacaville, CA 95687
Phone (707) 453-7300 Fax (707) 453-7303

PUBLIC Safety Meeting Minutes – 3/15/2013 **Conference Room, 2:45 p.m.**

Members in attendance: Janet Dosker, John Ford, Vanessa Wooning, Phil Bock, Hala Koury, D.J. Penney, Toni Henry, Sandra Ohara

- 1. Review/Approve Revised Safety Plan to be funded by site sources.**
 - 1a. Motion to approve: Toni Henry**
Second: Janet Dosker
 - b. Discussion: minutes will be included in Safety Plan**
-revision- approved as written
 - c. Majority approval**

Meeting Adjourned: 3:00

Section 2 - SARC

<http://vusdweb.vacavilleusd.org/sarc/BuckSARC.pdf>

Section 3 - District Strategic Plan (See Appendix)

Section 4 - Site Strategic Plan

See Appendix

Section 5 - Mission Statement

As a small, nurturing college preparatory school with high expectations, Buckingham Charter Magnet High School will graduate all students as critical and creative thinkers who are equipped to succeed and contribute positively in a changing world, by providing unique educational opportunities in active partnership with staff, students, family and community.

Accreditation

Our school was notified in June 2011, the Accrediting Commission of The Western Association of Schools and Colleges (WASC) granted Elise P. Buckingham Charter Magnet High School a six-year term of accreditation with a midterm review. The committee, reported that excellent progress is being made toward school goals and that “BCMHS should be rightfully proud of its accomplishments.” No safety concerns were identified in their report.

Program Overview

At Buckingham, curriculum and instruction combine the use of traditional textbooks, technology, and experiential application to advance students toward a comprehensive mastery of subject matter. Buckingham students bridge the gap between knowledge and application by creating finished products that prepare them to further their formal education or succeed in the workplace. Students may satisfy the University of California’s “a-g” requirements through a college preparatory program, or they may seek preparation in the battery of courses that comprise the visual and media arts component of our curriculum. Buckingham parents are welcomed and empowered to participate in the learning environment and to collaborate with others to prepare their students for the challenges of the future. Buckingham offers a challenging educational option for those who desire:

- A small high school environment
- A college preparatory curriculum
- Technology-integrated instruction
- Career education emphasizing visual and media arts.

Buckingham’s distinctive learning process allows students, parents/guardians, and the school to work collaboratively to meet rigorous expectations and the educational needs of individual students. Buckingham’s educational philosophy expects students to take personal ownership of their education,

allows the school to evaluate student achievement by using a variety of measurement techniques and offers educational opportunities that best meet the student's learning goals and objectives. Buckingham students are expected to demonstrate knowledge and skills in course content that lead to the achievement of the school's Expected School-Wide Learning Results (ESLRs). In spring 2010, after input from stakeholders, it was determined that the school's ESLRs were still consistent with the school's mission and educational program. However, they needed updating to reflect changes. Student surveys also demonstrated that while a majority of students were familiar with the ESLRs, a sizeable majority was not. The Leadership Team and faculty decided that a slogan might make the ESLRs easier for students to recall: **Knights aim high and always hit their "MARK!"**

Media and visual arts proficiency

- Creating visual displays
- Critiquing, writing, directing or producing film, video or digital imaging projects
- Producing audio or musical products
- Analyzing or performing dramatic art

Apply technology skills necessary fro the 21st Century

- Demonstrating information literacy
- Sending multi media messages
- Creating assignments using a word processing program
- Publishing in multiple electronic formats
- Developing spreadsheets to display information

Responsible citizens that possess a solid foundation for lifelong learning

- Attending school daily and arriving punctually
- Being prepared to work individually and collectively
- Respecting themselves and others

Knights are prepared for academic success in post-secondary education

- Critically reading and responding to informational and literacy text
- Communication ideas in an organized manner
- Analyzing and developing a solution(s) to a problem
- Synthesizing multiple sources of information
- Understanding and implementing instructions
- Utilizing technology to enhance learning or presentation of an assignment

OVERVIEW

Elise P. Buckingham was originally established as California's 56th charter school in May of 1994 but transitioned from a K-12 independent study charter school to an onsite magnet charter high school in August of 2003. Buckingham is part of the Vacaville Unified School District and serves approximately 465 students and their families at a facility located within a commercial development on Bella Vista Road in Vacaville. Currently, a faculty of 25 full and part time teachers, 2 administrators, one

coordinator of student services, two custodians, one campus supervisor, a clerical staff of four, and a number of athletic coaches staff Buckingham. Buckingham's reputation as an award winning high school is well founded. Our list of awards includes:

- Highest API scores in the county for five years running
- National Blue Ribbon School
- California Distinguished School
- California Certified Charter School
- California Digital High School Grant (first CA charter school to receive this)
- Repeated inclusion in "America's Best High Schools" by *U.S. News & World Report*.

School Demographics

BCMHS has an ethnically diverse student population as reported in the SARC, <http://vusdweb.vacavilleusd.org/sarc/BuckSARC.pdf>

Section 6 - Site Comprehensive Safety Plan Components

Parent/Stakeholder Involvement and Support

Shield is a representative group whose primary purpose is to review, advise, and participate in decision-making on matters that affect the parent, student, teacher and school relationship and working order.

Shield provides an avenue for parental input on school activities and policy issues. This council also raises funds to enrich the school experience for students and essentials or extras no longer provided in the tax base, or special programs or projects. Shield also fosters school pride and develops and promotes a strong unity between students, school and community. An important goal of this parent/stakeholder group is to improve communications and understanding between BCMHS staff and the community it serves, and to provide the staff with an avenue through which issues involving the total school community can be discussed. This council also provides a parent to serve on the school site safety council to address and support any safety concerns that parents and students may have at Buckingham. To encourage parent and community participation in school related activities, Shield meetings are held the 1st Monday of every month @ 7:00PM in the library each month.

Ability Grouping/Support Classes

Students at BCMHS are encouraged to take a challenging college preparatory schedule of classes where students are grouped heterogeneously. English and Math support classes may be taken concurrently with college prep English and Math classes by students needing additional support in those courses. Exit Exam Basics classes in Math and English are also offered to students needing assistance in passing the California High School Exit Exam (CAHSEE). Resource is available through the Special Education program, and in Accelerated Studies and BASS students are able to make up credits through an onsite independent study program. BCMHS also offers Advanced Placement courses in ten subject areas which are taken online.

Student Progress and Support

As a requirement for enrollment, all students and parents entering Buckingham must attend an orientation, accompanied by a parent, where they are introduced to the academic program, requirements for graduation, and their responsibility to take ownership of their learning. During the freshman year students, with assistance from college advisors, teachers and parents, develop a four-year high school plan which is reviewed and revised annually. In addition to the 220 credits required for graduation, BCMHS also requires ten credits of Information Technology, five credits of Service Learning, and a Senior Portfolio. Support services are provided by a coordinator of student services, an administrator and a special education teacher, and students also have access to a nurse, a school psychologist, and a speech therapist through the district. Teachers and other school staff are available via email and parents may contact teachers for class assignments and other information through the school website and teacher web pages. Teachers assist students with IEP's and 504's through the implementation of plan requirements. Parent conferences, Student Study Teams (SST's), and Action Plans are scheduled as necessary to support the academic and developmental needs of students. BCMHS also has developed a non-profit 501(c)(3) foundation dedicated to supporting physically and financially the mission of the school.

Advising

The assistant principal, who also holds a pupil personnel services credential, and the coordinator of student services, and a volunteer-college counselor assist students in choosing classes that will allow them to fulfill not only graduation requirements, but also University of California a-g requirements and those needed to meet future career goals. They meet with each student at least once a year to update their Four Year Plan, and serve the needs of parents and students by scheduling evening sessions such as Student Orientation, College Night, and Financial Aid Night. In addition, they offer encouragement and assistance to students who come to them with personal issues.

Students wishing to see an advisor may fill out a request form before school, at lunch, after school, or between classes. Forms are available in the main office. The advisor sends passes to notify students of their appointments.

Comprehensive School Safety Plan

It is the intent of the Legislature that all California public schools, in kindergarten, and grades 1 to 12, inclusive, operated by school districts, in cooperation with local law enforcement agencies, community leaders, parents, pupils, teachers, administrators, and other persons who may be interested in the prevention of campus crime and violence, develop a comprehensive school safety plan that addresses the safety concerns identified through a systematic planning process. For the purposes of this section, law enforcement agencies include local police departments, county sheriffs' offices, school district police or security departments, probation departments, and district attorneys' offices. For purposes of this section, a "safety plan" means a plan to develop strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on the school campus. (EC 32280)

The school site council at each district school shall develop a comprehensive school safety plan relevant to the needs and resources of that particular school. New school campuses shall develop a safety plan within one year of initiating operations

Board Policy 0450 Comprehensive Safety Plan

Philosophy, Goals, Objectives and Comprehensive Plans

The Governing Board recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others.

Public Access to Safety Plan(s)

The Superintendent or designee shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public. (Education Code 32282) However, those portions of the comprehensive safety plan that include tactical responses to criminal incidents shall not be publicly disclosed.

Tactical Response Plan

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

Needs assessment of current status of school safety on campus and at school-related functions

Building 188- Classroom door knobs currently can only be locked and unlocked externally. They should be replaced with interior locking knobs. Restroom floors need to be replaced.

Interior lights in multi-purpose/gym were donated and replaced by parent volunteers. The former lighting system took 3-5 minutes to fully illuminate the building. Heater in multi-purpose/gym needs repair.

Shared school vision

Since its creation, Buckingham Charter Magnet high School has existed for the purpose of full instructional support to all students as they accomplish a successful secondary education. This belief has guided BCMHS to become a dynamic small learning community where students are encouraged and challenged to become critical thinkers, responsible citizens, and active participants in the world. The result is a collective of parents, students, staff, and administrators who all share a singular goal: to provide the best education possible to enable all students to pursue their passions in life. The school fosters the beliefs that all students have unlimited potential and are equally important. They are held accountable for their decisions and are integral parts of the learning community.

Strategies to address data from the Needs Assessment

The School Site Council/School Safety Committee has analyzed the **needs assessment of current status of school safety on campus and at school-related functions**. The following Safe School Plan has been developed to address the data from the site needs assessment.

Interior lights in multi-purpose/gym were donated and replaced by parent volunteers in February 2013. Work orders are in place for classroom doorknobs and restroom flooring and other repairs are in place and will be paid through site funding. BCMHS will continue to pursue grants and other funding for additional security cameras to be added to the current system. Three exterior cameras; one for building 188, one for building 194 and one for the multi-purpose/gym. Interior cameras in each building are also desirable.

Campus Security strategies

With the help of the NBSIA Safety Grant and site funds, BCHMS purchased exterior security cameras for the main doors on each side campus. Films provide administration the ability to monitor traffic on foot and in vehicles, deter vandalism, seven-days a week, 24-hours a day. It promotes a safer learning environment. All visitors to BCMHS are expected check in at the main office and wear a guest pass while in campus. A full-time campus supervisor monitors school security and safety, two full-time administrators and rotating certificated staff. We have asked Vacaville Police to patrol near our campus on regular basis. A school-wide intercom and bell system allows administrators to notify students and teachers of emergencies. All classrooms are equipped with telephones that permit classroom teachers and other staff to communicate with the office and access emergency services. The A.P. and campus supervisor attend monthly meetings at the Vacaville Police Department. Our custodial staffs, North Bay School Insurance Authority, and the Vacaville Fire Department conduct safety inspections regularly.

Assessment of the school's physical environment

With the exceptions previously cited, inspections by NBSI, VUSD Facilities Director and staff, the Vacaville Fire Department and Vacaville PD indicate the physical environment of Buckingham Charter High School is sound.

Procedures for receiving verification from law enforcement

Unlike other high schools in Vacaville that have Youth Services Offices on campus, Buckingham does not have police officers dedicated to our site. However, police personnel are readily available to offer support when needed. Officer Joe Curtis, Matt Adame and Brian Pro the Youth Services Officer stationed at Will C. Wood High School, Vaca Pena and Willis Jepson Middle Schools generally respond to our requests.

The below crime statistics have been given to us by the Youth Services Section of the Vacaville Police Department. These are Crimes resulting in arrests at Buckingham Charter School, August 12, 2011 – June 8, 2012

TYPE OF CRIME	NUMBER
Possession of weapons on campus	2
Total	2

Prevention of peer violence/Conflict Resolution/Mediation

Different programs and activities target specific groups of students; some of these are students traditionally labeled “at-risk” academically or socially, while other programs focus on students not usually targeted for support. Samples of targeted support include:

- Freshman Forum—9th grade orientation and mentoring before classes begin in August and continues throughout the year with focused small group time with upper class mentors.
- Coach’s Corner—twice a week structured after school study hall supervised by the Athletic Director and staffed by peer tutors. Open to all students, required of athletes during season.
- RTI²—organized system of researched-based interventions for students experiencing difficulty in high school; staff and faculty know students by name and need.
- Alternative Educational Options—opportunities to customize an individual student's educational plan based on unique interests, ability, and educational goals. Include:
 - Buckingham Charter Applied Learners—hybrid program allows students to take some courses on-site and others online supported by core content workshops.

- Buckingham Advanced Student Studies—Program for 12th grade students who need credit recovery or who have jobs or family responsibilities that require flexible scheduling.
- Community College Special Admission—for accelerated students or those with unique interests.
- Action Plans—one-on-one quarterly meetings with students failing two or more classes, have attendance issues or behavioral issues.
- Study Skills—resource services for identified students; also open to other students in need of intervention or support.
- Student driven and ASB approved clubs on campus which focus on acceptance and healthy peer relations include, but are not limited to: GSA, Cultural Diversity, African American Student Association and Let's Help*.
- Participation in More than Sad Program, Directing Change, Out of Darkness - *Solano County Office Education, Mental Fitness.
- Staff led mediation groups.
- Solano Community College counseling intern placement in discussion

ATODV Programs

Each year BCMHS participates in Red Ribbon Week through our Leadership Class and Associated Student Body. This year we were honored by the Aware Coalition -- Knights Team Up Against Drugs. BCMHS has also partnered with the City of Vacaville offering CPR/AED certification to 80% of our staff and 25 students. The Knights also collaborate with SCOE, Mental Fitness program.

RtI² pyramid interventions

Buckingham Charter Magnet High School

Buckingham Charter Magnet High School Pyramid of Intervention - Attendance

30 period truancies/Unexcused absences = Dismissal (94.4%)

21 tardies = Dismissal

25 period truancies/Unexcused absences = Letter 2 (95%)

18 tardies = Letter 2

20 period truancies/Unexcused absences = Letter 1 and

Parent meeting with administrator (96%)

15 tardies = Letter 1 and administrator meets with parent

15 period truancies/Unexcused absences =

Action Plan is developed with administrator, student and parent. (97%)

12 tardies =

Action Plan is developed with administrator, student and parent.

9 tardies = Friday School 2

10 period truancies/Unexcused absences = Attendance letter 2 (98%)

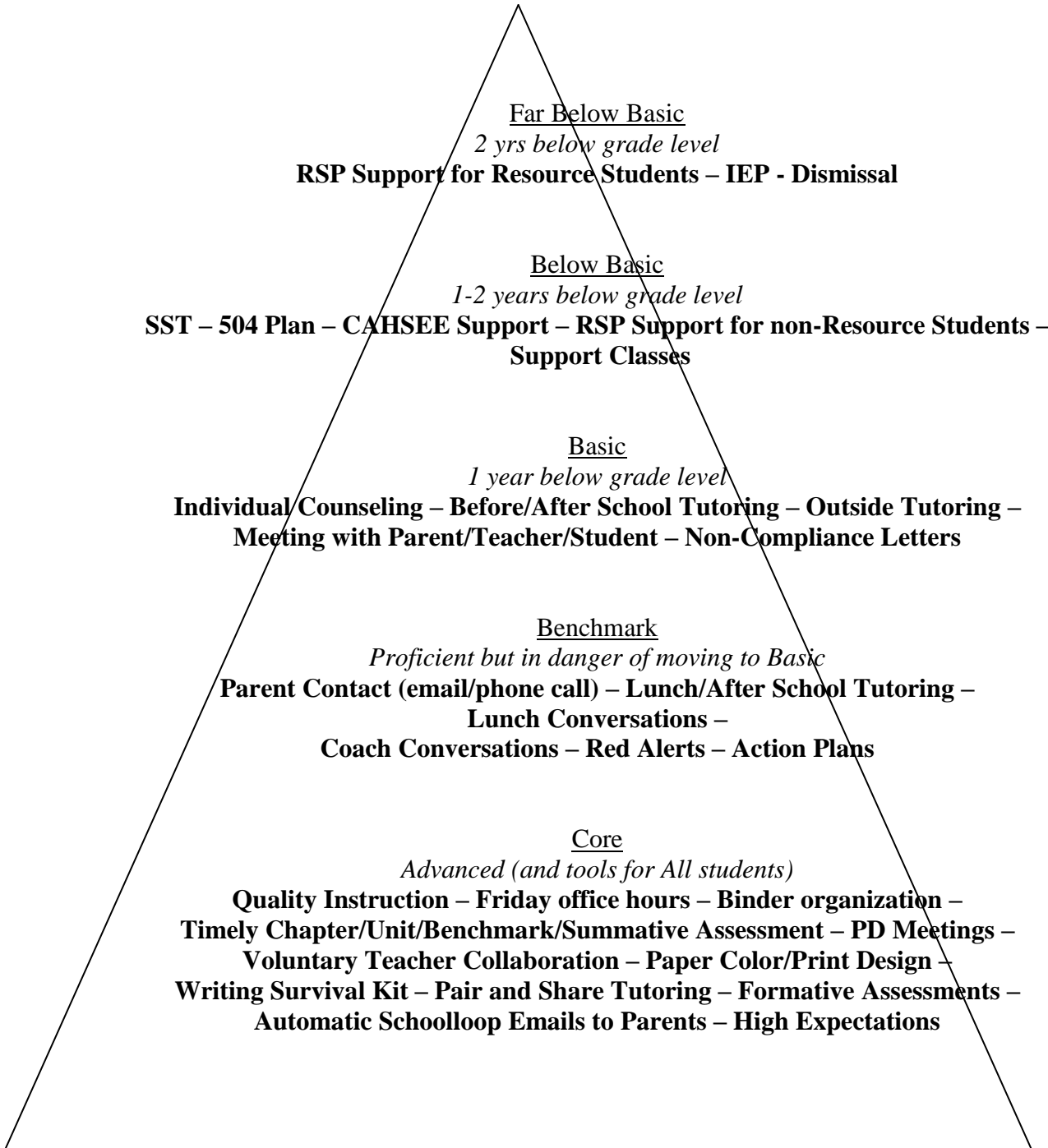
6 tardies = Friday School 1

5 period truancies/Unexcused absences = Attendance letter 1 (99%)

3 tardies = tardy letter 1

Student/Parent orientation is required which identifies school policies regarding mandatory 97% attendance. Student Handbook issued stating mandatory 97% attendance. Automated phone calls reporting absences are made daily.

Pyramid of Interventions



**Evaluations every 4-6 weeks in Grade Level Meetings
At risk students identified/recommendations made to counseling**

Support Class placements Evaluated at the Semester

Collaborative relationships

Different programs and activities target specific groups of students; some of these are students traditionally labeled “at-risk” academically or socially, while other programs focus on students not usually targeted for support. Samples of targeted support include:

- RTI²—organized system of researched-based interventions for students experiencing difficulty in high school; staff and faculty know students by name and need.
- Alternative Educational Options—opportunities to customize an individual student's educational plan based on unique interests, ability, and educational goals. Include:
 - Buckingham Charter Applied Learners—hybrid program allows students to take some courses on-site and others online supported by core content workshops.
 - Buckingham Advanced Student Studies—Program for 12th grade students who need credit recovery or who have jobs or family responsibilities that require flexible scheduling.
- Community College Special Admission—for accelerated students or those with unique interests
- Dr. Suzan Hey, retired professor, University of Southern California, Vacaville Soroptimist International; whole class college and career exploration sessions in computer lab.
- Vacaville Youth Round Table
- Vacaville Rotary Club
- VPEF
- SCOE
- Solano Community College
- Woodland Community College
- City of Vacaville, VPD, VFD

Professional Development

A professional learning community workshop led to the creation of “Study Hall for Assignment Completion” (SHAC), assigned office hours after dismissal each Friday for students with missing assignments. Students with multiple SHAC requests have those assignments prioritized by the Coordinator of Student Services, with core classes receiving precedence. Student input to administration, as well as to individual faculty members, has led to the formation of student clubs like GSA and the African-American Student Association, and in the initiation and expansion of Buckingham’s interscholastic sports program, which now involves 26% of the student body.

A portion of our Friday professional development time is dedicated to safety and intervention. The various needs of students are identified in a variety of ways, all of which enable BCMHS to create a better environment for all.

Child Abuse Prevention /Reporting

The Board recognizes that child abuse has severe consequences and that the district has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse. The Superintendent or designee shall establish procedures for the identification and reporting of such incidents in accordance with law. Employees, who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect. Mandated reporters shall not investigate any suspected incidents but rather shall cooperate with agencies responsible for investigating and prosecuting cases of child abuse and neglect.

Discipline Policies and Practices

The Buckingham Charter Magnet High School community promotes a safe, positive, and alcohol/tobacco/drug-free learning environment where all students are empowered to become decision-makers, life-long learners and responsible productive citizens. Good citizenship requires personal responsibility and respect for the rights of others. Student conduct shall reflect consideration for the rights and privileges of others, and cooperation with all members of the school community is expected.

Student Expectations

- Buckingham students will not wear hats in school buildings (including bandanas, sweatshirt hoods, beanies, do-rags, etc per VUSD dress code) and will follow the school dress code at all times.
- Buckingham students will not have food, drink (except water) or chewing gum in school buildings.
- Buckingham students will not use cell phones during the school day. No cell phone is to be used, seen or heard on school grounds during the student's scheduled school day.
- Buckingham students will not use electronic devices such as, but not limited to, CD players, iPods, and other electronic devices on campus unless approved by a teacher, during class only, for instructional use.
- Buckingham students will refrain from public displays of affection other than holding hands or quick hugs. Maintain space between bodies and keep your lips to yourselves.
- Buckingham students will use appropriate and respectful language to all Buckingham staff, students, parents, and visitors.

The following chart is a guideline for most disciplinary situations. The teacher or administrator may utilize discretion when determining the final consequence. Consequences may vary based on severity and circumstances of the violation. **Repeat offenses of disciplinary actions, in combination with academic and attendance non-compliance, can result in non-compliance letters or dismissal.**

Violation	1 st Offense	2 nd Offense	3 rd Offense	Repeat Offenses
Academic dishonesty	Zero on assignment Teacher/ parent contact	Zero on assignment Teacher/parent conference Non-compliance letter	Zero on assignment Admin conference Non-compliance letter	Fail course if in same class PEA
Class or lunch cut (BCMHS is a closed campus)	Friday School Parent Contact	Friday School Parent Contact	Parent Contact Non-compliance letter	Same
Cell Phone Violation*	Confiscation Parent pickup after school	Confiscation Parent pickup after school	Confiscation Parent pickup after school Friday School	Friday School Non-compliance letter
Class Disruption	Admin conference Parent contact Friday School	Friday School Suspension Non-compliance letter	Same	Same
Defiance	Admin Conference Friday School Suspension Non-compliance letter	Same	Same	Dismissal Expulsion
Dress Code Violation*	Warning Change/fix clothing Parent contact Confiscation	Change/fix clothing Parent contact Red Alert mailed Confiscation	Parent contact Red Alert mailed Friday School Confiscation	Friday School Non-compliance letter
Electronic Device Violation*	Confiscation Parent pickup after	Confiscation Parent pickup after	Confiscation Parent pickup after	Confiscation Parent pickup after

	school	school	school Friday School	school Friday School Non-compliance letter
Fighting	Dismissal Expulsion	--	--	--
Hat/head gear Violation*	Warning Change/fix clothing	Confiscated Parent pickup after school	Confiscated Parent pickup after school Friday School	Friday School Non-compliance letter
Inappropriate Use of Technology or School Equipment (including cyberbullying)	Warning Parent Contact Friday School Suspension Banned from computer/equipment use	Parent contact Friday School Suspension PEA Dismissal	Same	Same
Motor Vehicle Violation	Warning Parent Contact Revocation of parking permission	Parent Contact Revocation of parking permission	Same	Same
No show to Friday School	2 Friday Schools assigned	Non-compliance letter	--	--
Possession or use of -alcohol/drugs/drug paraphernalia	Confiscation Police contact Suspension PEA Dismissal Expulsion	Confiscation Police contact Dismissal Expulsion	--	--
Possession/use -tobacco	Confiscation Friday School Possible Police citation	Confiscation Suspension Possible Police citation Non-compliance letter	Confiscation Suspension Possible Police citation PEA	Same Dismissal
Profanity/Vulgarity	Warning Parent contact	Parent Contact Friday School	Friday School	Non-compliance letter
Tardies	--	--	Tardy Letter	Friday School Non-compliance letter
Tardy Sweep	Friday School	Friday School	Non-compliance letter	Same
Vandalism	Restitution Possible Police Contact Suspension Dismissal Expulsion	Same	Same	Same
Weapons	Confiscation Parent contact Police Contact Suspension Dismissal Expulsion	--	--	--

* All confiscated items unclaimed at the end of the school year will be donated to local charity. For health reasons, all confiscated hats or head gear will be discarded.

Reference BP/AR 5144.1 and BP/AR 5144.2

Pursuant to Education Code 200-262.4

"A student can be suspended or put up for expulsion for: Engaged in an act of bullying, including but not limited to, bullying committed by means of an electronic act directed specifically toward a pupil or school personnel".

Harassment/Hate-Motivated Behavior

The District maintains a strict policy prohibiting sexual harassment, unlawful discrimination, harassment and/or hate-motivated behavior because of:

- | | |
|---|---|
| <input type="checkbox"/> Race | <input type="checkbox"/> Pregnancy |
| <input type="checkbox"/> Color | <input type="checkbox"/> Age |
| <input type="checkbox"/> Ethnic group | <input type="checkbox"/> Veteran status |
| <input type="checkbox"/> Ancestry | <input type="checkbox"/> Actual or perceived gender |
| <input type="checkbox"/> National origin | or |
| <input type="checkbox"/> Physical or mental condition | sexual orientation |
| <input type="checkbox"/> Medical condition | <input type="checkbox"/> Religion |
| <input type="checkbox"/> Marital status | <input type="checkbox"/> Any other basis protected by federal, state, local law, ordinance or regulation. |

Retaliatory behavior against any person who complains, testifies, assists or otherwise participates in the complaint process established in accordance with this policy is prohibited.

1. Students or staff should immediately report incidences of unlawful harassment to the Principal/designee.
2. The Principal/designee shall file a report.
3. A school employee to whom a complaint is made shall, within 24 hours of his/her getting the complaint, report it to the Principal or designee.
4. Any school employee who observes any incident of sexual harassment on any student shall report his/her observation to the Principal/designee, whether or not the victim makes a complaint.
5. A district employee shall be deemed to have permitted unlawful discrimination to harassment if he/she fails to report an observed incident of discrimination and/or harassment, whether or not the victim complains.
6. If the alleged harasser is the Principal or designee, the employee may report the complaint or his/her observation of the incident to the Superintendent or designee who shall investigate the complaint.
7. The student may file a formal complaint with the Superintendent or designee in accordance with the District's Uniform Complaint Procedures.

Dress Code

Buckingham students take pride in their appearance. Your dress reflects on the quality of the school, your conduct, and your schoolwork. All students are expected to dress and groom themselves neatly in clothes that are suitable for school activities.

- Shoes must be worn at all times.
- Bizarre attire or grooming which distracts from the educational atmosphere is not permitted.
- No bare midriff tops.
- No “spaghetti straps,” or blouses that do not cover bra straps.
- Shorts or skirts must be hemmed and not too short. (They should not be above the fist when arms are fully extended at the sides.)
- No tank tops or muscle shirts.
- No shorts or pants with rips, holes, or tears in revealing areas.
- No Low-slung baggy pants.
- No bandanas, hankies, or do-rags.
- No wallet, pocket, or belt chains, or spike jewelry.
- No clothing or jewelry is permitted that displays or promotes profanity, vulgarity, weapons, alcohol/drugs, or racism, is demeaning to a particular sex, creed, or ethnic group, or creates a distraction within the educational environment.

The Board of Education desires to keep Vacaville Unified School District schools, students and employees free from the threats of harmful influence of any groups or gangs which advocate drug use, violence or other disruptive behavior. The Board therefore prohibits the presence of any apparel, jewelry, accessory, notebook or manner of grooming which, by virtue of its color, arrangement, trademark or any other attribute, denotes membership in such a group as above described or any attempt to create territorial control at any District facility. (Board Policy #5470)

Any student wearing or carrying gang paraphernalia or making gestures that symbolize gang membership shall be referred to the Principal or designee. (Board Policy #5470AR)

Notification to Teachers, pursuant to EC 49079

California Education Code 49079 requires that school districts inform any teachers and counselors when, based on records maintained by the district or received from law enforcement, it has information that, during the three previous school years, a pupil has engaged in, or is reasonably suspected to have engaged in, the following criminal or disruptive conduct at school, while going to or from school, or during a school sponsored activity:

- (a) causing, attempting or threatening physical injury to;
- (b) possessing, selling, or otherwise furnishing a firearm, knife, explosive, or other dangerous object;
- (c) possessing, using or selling illegal drugs, alcohol, or drug paraphernalia;
- (d) committing or attempting to commit robbery or extortion;
- (e) damaging or attempting to damage school property;
- (f) stealing or attempting to steal school property or private property;
- (g) committing an obscene act or engaging in habitual profanity or vulgarity;

- (h) disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties; and
- (i) knowingly receiving stolen school or private property.

A district employee who knowingly fails to provide mandated information about a pupil is guilty of a misdemeanor punishable by up to six months in jail, a fine of up to \$1,000 or both. Such information is confidential and shall not be further disseminated by the recipient.

On a weekly basis a spreadsheet listing pupils with such disciplinary backgrounds is generated and distributed to staff.


Disaster Procedures, Routine and Emergency





Reference Vacaville Unified School District Standard Operating Procedures for Disasters (leaflet)
 School Emergency Response Plan (reference site copy)

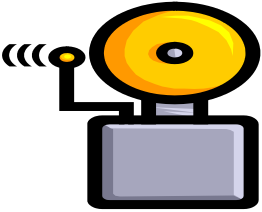


Staff members receive the following Emergency Procedures Guidelines to follow in the event of various emergencies. The procedures are reviewed periodically at staff meetings and are practiced through monthly school-wide drills. Additionally, the Connect Ed system can be used to notify staff, students and parents regarding emergency situations that occur when school is not in session

EMERGENCY PROCEDURES

*Emergency Clipboards are to be placed by the nearest room exit.

Emergency	Signal	Action
Fire/ Evacuation 	Fire Alarm All clear: PA or Megaphone	<ul style="list-style-type: none"> • Teacher takes emergency clipboard with current roll sheets. • Students exit/single file, walking to their designated zone. • Teacher or designated student turns off lights and closes the door. • Students line up in their designated zone. • Teacher takes attendance and complete pink emergency status sheets. Continue to monitor line. • Teacher and students are to remain in line until administrator/designee gives all clear.
Earthquake	You will feel the earthquake or hear an announcement over the PA All clear:	<ul style="list-style-type: none"> • Students and teacher duck and cover under the nearest desk or table, protect neck and head. (In Gym students are to stand against and face the walls nearest the basketball hoops (not under) covering their head. Stay away from windows. • Place the appropriate placard in your window to indicate injured/handicapped persons in your area. • “Shelter in place” until further notice. • Teachers will be communicated with via PA, e-mail, or phone to continue to “shelter in place” or evacuate. • <u>If evacuation is necessary</u> • <u>If determined safe</u>, teacher should stay with injured persons and designate a student to take emergency clipboard and class with

	<p>PA announcem ent or Megaphone</p>	<p>the buddy teacher.</p> <ul style="list-style-type: none"> • If no injuries, teacher takes emergency clipboard with current roll sheets. • Students exit in single file, walking to their designated zone. • Students line up in their designated zone. • Teacher takes attendance and completes pink emergency status sheet. Continue monitor the line. • Teacher and students are to remain in line until administrator/designee gives all clear.
<p>Intruder on campus/Hostile Act Lock down</p> 	<p>Verbal/PA “Lock Down”</p> <p>All clear: administrat or or police give official password given over PA or room to room</p>	<ul style="list-style-type: none"> • Call “Lock Down” and gather students into buildings. • Designated teachers with hex keys are to first lock exterior building doors. • All other teachers/staff will immediately lock doors, shut blinds and turn out lights. • Students are to kneel/lay on floor behind turned over desks. OR gather in a designated blind spot. No one is to go near windows/doors. • If possible, teacher will check email for information (administrators will communicate with substitute teachers ASAP). • If possible, teacher will take roll and report any missing, injured or extra students to front office via email. • DO NOT USE CLASSROOM PHONES • Staff and Students are not to leave the room • Stay in position until given the OFFICIAL PASSWORD/ all clear
<p>Bomb Threat/ Evacuation</p> 	<p>Announce ment over PA</p> <p>All clear: PA or Megaphone</p>	<ul style="list-style-type: none"> • A verbal order to evacuate or the teacher will check e-mail if asked to do so over PA system. (administrators will communicate with substitute teachers ASAP) • If asked to evacuate, teacher takes emergency clipboard with current roll sheets. • Students exit in single file, walking to their designated zone. • Students line up in their designated zone • Teacher takes attendance and completes pink emergency status sheet. Continue to monitor the line. • Remain in designated zone until given further instruction. • Teachers may be instructed to move students to a secondary location. If this is the case, teachers are to continue to monitor students until administrator/designee gives all clear.
<p>Power Outage</p> 		<ul style="list-style-type: none"> • Remain Calm • Stay in your seats to avoid injuries from moving around. • Remain in classrooms until power is restored or administrator/designee gives further directions. • Classes will be cancelled in the event of rolling blackout.

<p>Fire Alarms during the Passing Period or Lunch</p> <p><u>Always assume that the fire alarm is “real.” Do not call the office to ask.</u></p> 		<p><u>Teachers:</u></p> <ul style="list-style-type: none"> • Go to the zone that you report to during the previous class. • If possible, Have your emergency clipboard with you and make it visible so that students will know where to line up. If you are on your prep period, please be prepared to report to the area of your previous class. Make your students aware that you will not necessarily have your room sign with you if you have your prep after their period. • Bring your pink emergency status sheets with you to report any missing students. You will be reporting any student who is not present at the emergency zone but who was present during your class in the previous period. • If students from your next period class are already in (or near) your room, you can take them with you and report them as “extra students” on your pink sheet. Use your best judgment. <p><u>Students:</u></p> <ul style="list-style-type: none"> • When students hear the fire alarm, they must go immediately to where their previous class would line up. • Students should walk, not run to their zone. • Students should find their teacher from the previous class. The teacher may have the room sign visible and students should line up behind him/her. • Teacher takes attendance fills out pink status sheet and monitors the line. • Teacher and students are to remain in line until administrator/designee gives all clear. • When cleared, students will report to their next period.
<p>Lock-Down between Periods or during lunch</p> 	<p>Verbal announcement over PA All clear: administrator or police give official password given over PA or room to room</p>	<ul style="list-style-type: none"> • All students and staff should get into any of the nearest open buildings—immediately! Follow the normal lock-down procedures once inside. • If staff or students cannot get into building, immediately seek shelter behind buildings, parked cars (shelter behind the front wheel and keep head down) and other barriers.

Buckingham Charter Magnet High School

Emergency Evacuation Status Check

Please be prepared to give this form to an administrator or designated staff member minutes after you line up at your designated area.

Teacher: _____ **Date:** _____

Room # _____

Of students enrolled in the class _____

Of students present in class today _____

Of students present at this drill _____

Names of students who are absent today:

Names of students that are present today, but failed to line up:

After Traumatic Event Crisis Response Team to assist the District support team after a traumatic event. (This team can be an existing team of staff from your leadership, MSAP or SST teams to provide crisis intervention to staff and students.)

BCMHS has a Crisis Team for after traumatic events it includes principal, assistant principal, coordinator of student services, school psychologist, and selected staff.

In an effort to coordinate activities related to emergency and disaster preparedness, the Emergency Response Team has developed a schedule of activities for the 2012-2013 school year. The schedule includes the updating school safety plans, identification of site emergency response team members, district and site coordinated response drills.

There are two district-wide drills that will involve the activation of the Standardized Emergency Management System. The drills will involve the activation of Emergency Response Teams, Command Center, and Radio Alert Teams. These drills will be conducted on October 18, 2012 and March 21, 2013.

School and site activities are to be scheduled by the site administrator during the month indicated. School and site administrators should provide a schedule of emergency disaster preparation activities to the Vacaville Fire and Police Departments to observe activities and consult on procedures.

Section 7 Appendix

Beliefs

WE BELIEVE THAT ...

- ♦ Every person is equally important.
- ♦ Individuals must take responsibility for their actions in order to enjoy the rights and privileges society provides.
- ♦ The family is the critical component in an individual's development.
- ♦ All students have unlimited potential.
- ♦ All students can learn.
- ♦ High expectations profoundly influence our performance and the performance of others.
- ♦ Every person is responsible for making the community a better place.
- ♦ Honesty and integrity are essential to building trusting relationships.
- ♦ Students learn best in a safe, healthy and respectful environment.
- ♦ Meaningful accomplishment enhances the motivation essential for continued success.

Facilitator

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Vacaville Unified School District

October 24, 2008



Buckingham Charter Magnet High School

DRAFT

STRATEGIC PLAN

MISSION

As a small, nurturing college preparatory school with high expectations, Buckingham Charter Magnet High School will graduate all students as critical and creative thinkers who are equipped to succeed and contribute positively in a changing world, by providing unique educational opportunities in active partnership with staff, students, family and community.

Objectives

- ☆ All students will graduate with all requirements completed for the post-secondary education of their choice.
- ☆ All students will attain or exceed grade level proficiency in the content areas as assessed by multiple measures.
- ☆ All students will demonstrate work habits and interpersonal skills necessary to be responsible and contributing citizens within their school and community.
- ☆ All students will demonstrate the creative technological skills necessary to be successful in further learning and/or a meaningful career.

Tactics

Tactic 1

We will develop and implement a working Charter document and Memoranda of Understanding (MOU) in partnership with all stakeholders.

- 1-1 BCMHS Advisory Council, made up of a Board Trustee, a District administrator, site administration, staff, parents, students and community members, will continually evaluate and make recommendations as necessary to improve communication, provide better access to important information and share in the decision-making process.
- 1-2 Revise existing charter to provide facilities pursuant to legislation.
- 1-3 Revise existing charter to clearly define the BCMHS magnet theme and educational program.
- 1-4 Submit MOUs to the Board which clearly identifies what services and protocols have been established between BCMHS and the District.

Tactic 2

We will improve two-way communication and build a constructive partnership among Board, District administration, Vacaville Unified School District staff, students, families and the broader community.

- 2-1 Create a schedule of yearly charter school training workshops for the Board of Trustees, appropriate members of VUSD cabinet and all interested stakeholders in order to achieve common understanding of charter school practices.
- 2-2 Establish an ongoing forum for the charter school administration and Board of Trustees to achieve effective communication regarding charter school character, practices and issues.
- 2-3 Ensure the community has access to accurate and timely information regarding BCMHS school policies, regulations, upcoming events, etc.

Tactic 3

We will design a flexible educational platform which aligns standards, curriculum, assessment and current technology to promote high student achievement.

- 3-1 BCMHS will develop and implement programs and courses that align with the BCMHS mission statement.
- 3-2 Integrate technology appropriately throughout the educational platform.
- 3-3 Provide professional development that focuses on initiatives that align with the school's mission, the site plan, requirements of VUSD Strategic Plan and the WASC action plan.
- 3-4 Utilize assessment tools that reflect post secondary entrance criteria.

Tactic 4

We will seek, secure and optimize all resources and facilities to accomplish the Mission and Objectives of the school.

- 4-1 BCMHS will seek, secure, and optimize available state and federal charter funds with the timely support of the VUSD Board and District Administration.
- 4-2 Establish community partnerships to obtain financial, resources and other support in order to accomplish the BCMHS mission and objectives.
- 4-3 Work to ensure the current Bella Vista site will, in the short term, accommodate 425 students to support the mission and educational platform, and adhere to Ed Code in regards to fair and equitable facilities.
- 4-4 Once funding is secured, BCMHS will be operating in a new, state of the art facility that will accommodate up to 600 students, in a safe and nurturing environment that supports the mission and educational platform and adheres to Ed Code in regards to fair and equitable facilities.

Tactic 5

We will identify, model and reinforce work habits and interpersonal skills necessary for students to be responsible and contributing citizens within their school and community.

- 5-1 Implement a program to involve students in community activities through internships.
- 5-2 Increase student involvement in athletics and/or extra curricular activities.
- 5-3 Equip all students with AVID techniques.
- 5-4 Implement a career and college fair on a yearly basis.
- 5-5 Provide career center links on BCMHS website with career, college, and vocational information.
- 5-6 Implement a positive reward system for all students.
- 5-7 Implement school-wide character education.

Parameters

- All decisions must be consistent with the Strategic Plan.
- No program or service will be retained unless it continues to make an optimum contribution to our Mission and the benefits continue to justify cost.
- No new program or service will be accepted unless it is consistent with the Strategic Plan, has benefits that clearly justify the cost and contains provisions for staff development and program evaluation.
- We will operate safe school environments conducive to learning.
- We will not tolerate behavior that demeans the self-worth or dignity of any individual or group.
- We will practice collaborative decision-making, as appropriate, at all levels of the organization.
- All budget decisions will be made to ensure fiscal solvency.

Parameters

- We will practice collaborative decision-making as appropriate, at all levels of the organization.
- Site-based decisions must always be consistent with the Strategic Plan of the District.
- We will operate safe school environments conducive to learning.
- We will not tolerate behavior that demeans the worth or dignity of any individual or group.
- Retention and adoption of programs and services must align with the Strategic Plan, provide for staff development and program evaluation and contain benefits justifying costs.
- All budget decisions will be made within the framework of fiscal solvency.

Planning Team

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Vacaville Unified
School District

STRATEGIC PLAN

Vacaville Unified School District Board of Education

David McCallum, President
Larry Mazzuca, Vice President
Sherie Mahlberg, Clerk
Jerry Eaton
Michael Kitzes
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Whit Whitman

John Niederkorn
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MISSION

The Mission of the Vacaville Unified School District is to graduate all students with academic excellence, commitment to community and confidence to achieve their fullest potential through a rigorous standards-based education program and a collaborative partnership of families, community and staff.

Adopted and approved by the Board of Trustees on June 16, 2011

Beliefs

WE BELIEVE THAT . . .

- ◆ Every person is equally important.
- ◆ Individuals must take responsibility for their actions in order to enjoy the rights and privileges society provides.
- ◆ The family is the critical component in an individual's development.
- ◆ All students have unlimited potential.
- ◆ All students can learn.
- ◆ High expectations profoundly influence our performance and the performance of others.
- ◆ Every person is responsible for making the community a better place.
- ◆ Honesty and integrity are essential to building trusting relationships.
- ◆ Students learn best in a safe, healthy and respectful environment.
- ◆ Meaningful accomplishment enhances the motivation essential for continued success.

Strategy 1

We will provide a coherent, rigorous and relevant standards-based instructional program.

- 1-1 **Ensure all students receive good first teaching, including the use of student engagement strategies and checking for understanding.**
- 1-2 **Ensure all certificated staff is engaged in meaningful collaborative time (Professional Learning Communities).**
- 1-3 **Ensure all sites know students by name and by need and provide targeted support for their high priority students.**
- 1-4 **Ensure all sites implement a Response to Instruction and Intervention system.**
- 1-5 **Ensure all sites operate a master schedule that reflects the needs of students.**

Strategy 2

We will build strong relationships based on mutual respect and trust.

- 2-1 **Identify and reinforce relationships through common beliefs and expectations**
- 2-2 **Expect, validate and celebrate professional behaviors and accomplishments.**
- 2-3 **Encourage and improve trust and positive working relationships with staff, students, families and community.**
- 2-4 **Continue to improve and expand modes of communication.**

Strategy 3

We will continue to implement a wellness plan for students and staff, in partnership with families and community.

- 3-1 **Provide safe and drug-free school sites.**
- 3-2 **Promote a youth-driven, holistic approach to optimal health for all students and staff.**
- 3-3 **Enhance Wellness Policy implementation by promoting and engaging families, staff and community partners.**

Strategy 4

We will secure and optimize all resources to ensure our Mission is achieved.

- 4-1 **Align resources to accomplish priorities within a balanced budget while maintaining the priority that our students are our primary concern.**
- 4-2 **Pursue both revenue and non-revenue enhancement opportunities.**
- 4-3 **Develop and implement strategies to increase student enrollment.**
- 4-4 **Provide and adequately maintain the physical facilities, capital equipment, and other resources necessary to achieve our mission and objectives.**

Objectives

- ⇒ All students will graduate.
- ⇒ *All students will attain or exceed grade level proficiency as assessed by the District and State Assessments, thereby closing the Achievement Gap.*
- ⇒ *All students will achieve individualized challenging learning goals that prepare them for successful transition to further learning and/or a meaningful career.*
- ⇒ All students will act responsibly in the school and community.

Bold = Action Plan Activated