



# **Campus/Workplace Security Policy Guide**

## **2021/2022**

**AGAPE COLLEGE OF  
BUSINESS & SCIENCE  
CAMPUS**

# Contents

<b>2021-2022 Agape College of Business Science Campus Security/Workplace Policy Guide</b> .....	4
Campus /Workplace Security Policy Guide (Without Student Housing)JEANNE CLERY .....	4
<b>THE CLERY ACT</b> .....	4
<b>CAMPUS SECURITY</b> .....	4
<b>AGAPE COLLEGE OF BUSINESS SCIENCE CAMPUS FACILITIES</b> .....	5
<b>PREPARING THE ANNUAL SECURITY REPORT</b> .....	5
<b>CAMPUS SECURITY AUTHORITIES</b> .....	5
Who is a Campus Authority? .....	5
Who is a Campus Security Authority?.....	5
<b>PROFESSIONAL AND PASTORAL COUNSELORS</b> .....	6
<b>VOLUNTARY/CONFIDENTIAL REPORTING</b> .....	6
<b>TIMELY WARNING</b> .....	6
<b>EMERGENCY NOTIFICATIONS</b> .....	7
EMERGENCY RESPONSE and EVACUATION PLAN.....	8
<b>SECURITY &amp; ACCESS TO FACILITIES</b> .....	8
<b>CRIME AWARENESS &amp; PREVENTION</b> .....	9
<b>CRIME PREVENTION</b> .....	9
<b>CRIME LOG</b> .....	10
<b>REPORTING CRIMES</b> .....	11
<b>CRIME STATISTICS</b> .....	11
<b>DISCIPLINARY REFERRALS</b> .....	18
<b>SEX OFFENDERS</b> .....	18
<b>SEX OFFENSES</b> .....	19
<b>DISCIPLINARY PROCEEDINGS</b> .....	19
<b>DEFINITION</b> .....	19
<b>DRUG-FREE CAMPUS POLICY:</b> .....	20
EMERGENCY RESPONSE and EVACUATION PLAN.....	20
<b>CLERY ACT GEOGRAPHY DEFINITIONSON CAMPUS</b> .....	20
<b>NON-CAMPUS BUILDING OR PROPERTY</b> .....	20
<b>PUBLIC PROPERTY</b> .....	21
<b>Agape College of Business Science Emergency Response Plan</b> .....	23
Emergency Communication.....	23
1. Incident Commander (IC): .....	24
2. Safety Officer: .....	24
3. Communications Officer: .....	24
4. Operations Chief: .....	24
5. Search and Rescue Teams and Team Leader: .....	25

6. Medical Team and the Medical Team Leader: .....	25
7. Student Care Team: .....	25
<b>GENERAL PROCEDURES .....</b>	<b>25</b>
<b>INCIDENT SPECIFIC RESPONSES.....</b>	<b>28</b>
Do not leave the suicidal person alone.....	33
Nuclear Weapon Use .....	33
Conventional Explosive Device Use.....	34
of.....	36
The Title IX Coordinator .....	37
College Policies and Disciplinary Procedures .....	38
Here are some examples of sexual harassment on campus:.....	41
Here are two common forms of sexual harassment. ....	41
What to do when you are a victim of sexual violence.....	43
Sexual Coercion.....	43
You also have the right to: .....	44
Helping Someone Else.....	46
Proactive Steps Bystanders Can Take.....	47
Reactive Intervention Strategies .....	47
Title IX Sexual Harassment Definitions .....	48
<b>Board of Education .....</b>	<b>5</b>
<b>Chief Executive Officer .....</b>	<b>5</b>
<b>Dean of Schools .....</b>	<b>5</b>
<b>CPR PRECAUTIONS .....</b>	<b>16</b>
<b>Agape College of Business and Science Campus District .....</b>	<b>18</b>
<b>PHONE TREE .....</b>	<b>27</b>
<b>Recommendations and Assurances .....</b>	<b>28</b>
<b>AGAPE COLLEGE OF BUSINESS AND SCIENCE CAMPUS DISTRICT .....</b>	<b>31</b>
<b>California Welfare and Institutions Code 5150 .....</b>	<b>34</b>
<b>SITE THREAT ASSESSMENT TEAM (STAT).....</b>	<b>34</b>
<b>Campus Site: [REDACTED] .....</b>	<b>38</b>
<b>Step One (IDENTIFY): Gather Facts and Evidence.....</b>	<b>39</b>
<b>SUBSTANTIVE THREAT.....</b>	<b>45</b>
Sources of Information .....	49
THREAT ASSESSMENT: FLOW CHART, GUIDELINES, PROTOCOL, & WORKSHEET.....	49
GUIDELINES FOR STUDENT THREAT ASSESSMENT.....	49

# **2021-2022 Agape College of Business Science Campus Security/Workplace Policy Guide**

## **Campus /Workplace Security Policy Guide (Without Student**

### **Housing)JEANNE CLERY**

Jeanne Clery was a 19-year-old Lehigh University freshman who was raped and murdered in her dormroom on April 5, 1986. Her parents later discovered there were approximately 38 violent crimes on the Lehigh campus in the three years prior to Jeanne being murdered. They joined with other victims of campus crime and persuaded Congress to enact a law, originally known as the “Crime Awareness and Campus Security Act of 1990.”

### **THE CLERY ACT**

In 1990, the Higher Education Act of 1965 (HEA) was amended to include the Crime Awareness and Campus Security Act of 1990 (Title II of Public Law 101- 542). This amendment required all postsecondary institutions participating in Title IV student financial aid programs to disclose campus crime statistics and security information. In 1998, the act was renamed the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act. This act is more commonly known as the “Clery Act”. The Clery Act requires colleges and universities to:

- Collect, classify and count crime reports and statistics
- Issue campus alerts
- Publish an annual security report
- Submit crime statistics to the Department of Education
- Maintain a daily crime log
- Disclose missing student notification procedures
- Provide fire safety information

Agape College of Business Science publishes an annual Campus Security and Fire Safety Report in accordance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act of 1998 ("Clery Act"), 20 U.S.C. § 1092(f), Title 34 U.S. Code of Federal Regulations Section 668.46. This report includes important information about safety and security policies implemented to protect the welfare of our campus community, as well as crime statistics for all of the campuses and centers within the school system. You may view this report on the College website [www.acbscollege.org](http://www.acbscollege.org) . You may also request a copy of the report by contacting Agape College of Business Science at 1313 P Street, #205, Fresno, CA 93721.

### **CAMPUS SECURITY**

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act), originally known as the Campus Security Act, requires all colleges and universities that participate in federal financial aid programs to keep and disclose information about crime on and near their respective campuses. Campuses are not permitted to take retaliatory action against anyone with respect to the implementation of any provision of the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act.

## **AGAPE COLLEGE OF BUSINESS SCIENCE CAMPUS FACILITIES**

Agape College of Business and Science's residential courses are held at 1313 P Street, Fresno, California 93721 and distance education coursework is completed at a location determined by the student.

The school consists of approximately 11,000 square feet of classroom and office space located in two individual buildings in the heart of downtown Fresno. The maximum capacity for the courses offered and classroom student/teacher ratio is 25:1. There are handicapped accessible classrooms and restrooms for women and men. Each building is secured with locking doors and maintains an alarm system that is activated when the campus closes each day. All visitors to the campus are required to check in at the main reception area before entering the administration or instructional areas of the campus. The area surrounding the campus is patrolled by local law enforcement personnel. There are no residential facilities on the College property, nor in use by the College at any other location.

## **PREPARING THE ANNUAL SECURITY REPORT**

This annual security report is compiled and prepared by the Corporate office of Agape' Inc. in cooperation with Agape College of Business Science campus based personnel. Statistical information for activity that occurs off campus is retrieved from the Fresno Police department and the Fresno County Sherriff's department. For purposes of issuing timely warnings and the annual statistical disclosure required under Clery, the campus community should report all crimes to the local campus personnel.

There are currently no fraternities or sororities located off-campus that is recognized by Agape College of Business Science. Criminal activity occurring off-campus is monitored and recorded by the following agencies: Fresno Police Department and the Fresno County Sherriff's Department. Students involved in criminal activity off-campus may be contacted, cited or arrested by one of these agencies. During the preparation of the Annual Security Report, each of the above agencies is contacted and a good faith effort is made to obtain information as to crimes that are reportable under the Clery Act.

## **CAMPUS SECURITY AUTHORITIES**

### **Who is a Campus Authority?**

Even at institutions with police or security on campus, a student who is a victim of a crime may be more inclined to report it to someone other than the campus. For this reason, the Clery Act requires all institutions to collect crime reports from a variety of individuals and organizations that Clery considers to be campus security authorities.

### **Who is a Campus Security Authority?**

- A campus police department or a campus security department of an institution.
- Local Police/Sheriff (Good Faith Request).
- Any individual or individuals who have responsibility for campus security but who do not constitute a campus police department or a campus security department (e.g., an individual who is responsible for monitoring the entrance into institutional property).

Although the reporting of criminal activity directly to a Campus Police Department is the ideal scenario, crimes may also be reported to college officials who have significant responsibility for student and campus activities. The faculty and staff of Agape College of Business Science are trained to assist students in contacting (CSA's) Campus Security Authorities in the event the student needs to report a crime. Campus Security Authorities (CSA) are responsible for forwarding non-identifying information for inclusion in the annual security report, regardless of whether or not the victim chooses to file a report

with law enforcement or press charges. As defined under the Clery Act, CSA's include college deans and assistant deans, college directors, assistant directors, athletic team coaches, athletic assistant coaches, faculty advisors to student groups, and campus staff involved in disciplinary and judicial proceedings. Please beware that information forwarded by CSA's is for statistical purposes only.

## **PROFESSIONAL AND PASTORAL COUNSELORS**

When acting in their official capacity, professional and pastoral counselors are not required to report crimes for inclusion in the annual disclosure of crime statistics under 20 U.S.C. Section 1092(f). Professional and pastoral counselors are encouraged, if and when they deem it appropriate, to inform persons being counseled of the procedures available for reporting crimes on a voluntary, confidential basis for inclusion in the annual crime statistics. A "pastoral counselor" is a person who is associated with a religious order or denomination, recognized by that religious order or denomination as someone who provides confidential counseling, and functioning within the scope of that recognition as a pastoral counselor. A "professional counselor" is a person whose official responsibilities include providing mental health counseling and who is functioning within the scope of his or her license or certification.

## **VOLUNTARY/CONFIDENTIAL REPORTING**

If you are the victim of a crime, we encourage you to file a crime report with Agape College of Business Science. If you would like to maintain confidentiality and do not wish to pursue action within the college or criminal justice system, you are encouraged to consider filing a confidential report for purposes of inclusion in the annual disclosure of crime statistics. These types of reports can be made to Agape College of Business Science. Individuals can do this by mail. The information can enhance community safety by allowing the college to keep a more accurate record of crimes, helping to determine whether a pattern of crime exists and alerting the campus to potential danger.

## **TIMELY WARNING**

The College is required to issue "Timely Warnings" when Clery Act events occur and may affect College students and personnel.

**Scope:** Narrow focus on Clery crimes.

**Why:** Timely warnings are triggered by crimes that have already occurred but represent an ongoing threat. Timely warnings are issued for any Clery crime committed within your Clery geography that is reported to your campus security authorities or a local law enforcement agency and is considered by the institution to represent a serious or continuing threat to students and employees.

**Where:** Applies to crimes that occur anywhere on your geographical locations.

**When:** Issue a warning as soon as the pertinent information is available. In the event of a situation which, in the judgment of the College President, constitutes an ongoing or continuing threat of a criminal nature to the campus community, a timely warning will be issued by the Administration.

Events that qualify for timely warnings include, but are not limited to, the following:

- Burglary
- Homicide
- Motor Vehicle Theft
- Arson
- Hate Crimes
- Manslaughter
- Sex Offenses
- Robbery
- Aggravated Assault

- Any crime considered to represent a threat to the public

The warning will be distributed utilizing one or more of the following systems:

- Campus e-mail
- Text message/cell phones
- Public address system
- Posted flyer

## **EMERGENCY NOTIFICATIONS**

### Emergency Notification

**Scope:** Wide focus on any significant emergency or dangerous situation (may include Clery crimes).

**Why:** Emergency notification is triggered by an event that is currently occurring on or imminently threatening the College facilities. Initiate emergency notification procedures for any significant emergency or dangerous situation involving an immediate threat to the health or safety of students or employees.

**Where:** Applies to situations that occur on College property.

**When:** Initiate procedures immediately upon confirmation that a dangerous situation or emergency exists or threatens.

Upon confirmation of a serious or emergency situation that poses an immediate threat to the health or safety of the campus community, a campus-wide notice will be disseminated, unless issuing a notification will, in the judgment of the responding authorities, compromise the efforts to assist a victim or to contain, respond to, or otherwise mitigate the emergency events that qualify for emergency notifications include, but are not limited to:

- Outbreak of Meningitis, Norovirus, or other serious illness
- Approaching tornado, hurricane or other extreme weather conditions
- Earthquake
- Gas leak
- Terrorist incident
- Active Shooter/Armed Intruder
- Bomb Threat
- Civil Unrest
- Explosion
- Nearby chemical or hazardous waste spill
- Aircraft crash
- Fire

The notification will be distributed as soon as possible under the following guidelines:

Authority to activate a public notification will rest with the College President who may designate agents with the authority to activate a notification. In situations when there is not time for consultation, a Campus Security Authority may initiate a notification. In matters of a criminal nature, the College President or local law enforcement will determine whether notifications are appropriate and necessary. The College President or designee will determine an incident's extent and scope, and whether it meets the criteria for an emergency notification.

In matters not of a criminal nature, the College President or Campus Security Authority that has jurisdiction will determine whether notifications are appropriate and necessary. When a Campus Security Authority

that has jurisdiction over an incident is not available to make a determination about notifications, a designee may determine an incident's extent and scope and whether it meets the criteria for an emergency notification.

Once requested by a designated authority, notifications will be made as soon as practicable. Notifications will generally be made by a staff member who has been trained and is authorized to send notifications.

All messages should include the type of situation, the location of the situation, the time and date, instructions for the recipient and an additional method for the public to obtain information. One or more of the following systems will be used for sending notifications:

- Campus e-mail
- Public address system
- Text Message/cell phones
- Posted Flyers

## **EMERGENCY RESPONSE and EVACUATION PLAN**

Agape College of Business Science requires its ground campus to maintain an Emergency Response and Evacuation Plan (EREP) which includes plans and instructions to be followed by campus administration, faculty, staff, students and guests in the event of emergencies and evacuations. Each campus has a group of Campus Security Authorities (CSA's), who are responsible for reporting and ensuring the evacuation of the campus in the case of an emergency. The EREP includes:

1. The process by which the campus will confirm that there is a significant emergency or dangerous situation involving an immediate threat to the health and safety of students or staff occurring on the campus.
2. A provision for immediate notification of the campus community upon confirmation of a significant emergency or dangerous situation.
3. Procedures for disseminating emergency information to the larger community.
4. Procedures for disseminating updated emergency information, which explain how this information will be communicated to the campus and relevant members of the community on a regular basis.
5. Procedures for testing and publishing the plan on an annual basis.
6. A list of CSA's (titles) responsible for carrying out this process. The campus will, without delay, and taking into account the safety of the community, determine the content of the notification and initiate the notification system, unless issuing a notification will, in the professional judgment of responsible authorities, compromise efforts to assist a victim or to contain, respond to, or otherwise mitigate an emergency.

## **SECURITY & ACCESS TO FACILITIES**

1. Each campus limits access to all campus facilities to authorized personnel, students, and visitors. Unauthorized persons will be considered "trespassers" and will be dealt with accordingly.
2. Adequate lighting is provided at all campus locations, especially in outside areas. Certain school staff and faculty are always on campus during business hours.

3. Only authorized vehicles are allowed to park in the designated parking areas.
4. Persons employed as security personnel at each campus represent the campus and are instructed to enforce campus security policies.
5. Security personnel is defined as campus police department, campus security department, or any individuals who have responsibility for campus security but who do not constitute a campus police department or a campus security department such as individuals who are responsible for monitoring entrance into campus property, an individual or organization specified in a campus security policy as an individual or organization to which students and employees should report criminal offenses, or an official of a campus who has significant responsibility for student and campus activities including, but not limited to student housing, student discipline, or campus judicial proceedings. The security personnel do not have powers of arrests, unless such personnel possess valid certification as a law enforcement officer, peace officer, or are authorized to act in such a capacity by way of official authority granted by a court of state regulatory agency.
6. Such persons have the authority to evict unauthorized persons from the campus premises and will notify local authorities of all actual or suspected criminal activities, including trespassing.
7. The campus maintains its relationship with local police through campus in-services and collection of statistical in-services. In addition, the campus works with local law enforcements as necessary to report or investigate crimes.

## **CRIME AWARENESS & PREVENTION**

1. All new campus employees and students are instructed on crime awareness during orientation, including the description of campus security measures and procedures for reporting any criminal activity or emergency. Students are required to follow campus security guidelines for their own personal and property safety, and are encouraged to report any suspicious activity.
2. Prospective students and employees are provided with a summary of the campus measures to prevent crime on campus, with details for acquiring the complete policies and procedures package from the campus via the campus website or at the residential campus location. This information on crime awareness is readily available upon request, and will be updated and re- distributed to all existing students and staff on an annual basis.
3. The campus conducts bi-annual in-service programs designed to heighten awareness of crime and its prevention. These in-service programs are conducted by local law enforcement or qualified officials twice a year.
4. The campus does not maintain any off-campus student organizations.
5. Students performing externship or clinical practice off-campus are expected to practice safety and security procedures as if the site were an extension of the campus.

## **CRIME PREVENTION**

Often people contribute to crimes of opportunity by needlessly placing themselves or their property at risk. Prevention efforts can be effective in reducing the opportunities for criminal activity. The following list is a compilation of tips devoted to crime prevention:

1. Do not prop open campus or residence hall doors.

2. Do not leave personal property unattended.
3. Report suspicious individuals to security.
4. Keep your classroom locked at all times.
5. At night, always walk in groups of at least two.
6. Stay on main walkways.
7. Remove valuables from your car and lock it.
8. Engrave your valuables.
9. Attend college-sponsored programs led by law enforcement officials.
10. Always carry your picture ID.
11. Be aware of your surroundings and what is going on around you. If you assume responsibility for your own safety first and encourage others to do the same, the opportunities for crime are drastically reduced.

## **CRIME LOG**

The campus maintains a Crime Log that records, by the date the crime was reported, any crime that occurred on campus, on a non-campus building or property, on public property, or within the geographic jurisdiction of the Campus.

The log includes:

1. Date of entry
2. Incident report date
3. Date/time of the crime
4. Nature/type of the crime/complaint
5. General location of crime
6. Disposition of complaint, if known

A campus may withhold information required above if there is clear and convincing evidence that the release of the information would:

- a) Jeopardize an ongoing criminal investigation or the safety of an individual;
- b) Cause a suspect to flee or evade detection; or
- c) Result in the destruction of evidence.

The campus must make an entry or an addition to an entry to the log within two business days of the report of the information to the campus authority, unless that disclosure is prohibited by law or would jeopardize the confidentiality of the victim.

***The campus must make the crime log for the most recent 60-day period open to public inspection during normal business hours. The campus must make any portion of the log older than 60 days available within two business days of a request for inspection.***

## **REPORTING CRIMES**

1. Students should accurately and promptly report criminal acts to the Campus President or designee at the campus, a member of the Campus Management staff, campus security or local police departments.
2. Reporting crimes is on a voluntary, confidential basis.
3. The Campus President or designee is responsible to document any criminal acts, as well as reporting crimes to the local authorities as required by law.
4. The campus is required to make timely warnings to members of the campus community regarding the occurrence of crimes, those that are reported to campus security, and those considered by the institution to represent a threat to students and employees. The campus community includes all campus buildings and grounds, all adjacent public property and externship sites.
5. Timely warnings to the campus community will be issued in a handout or flyer and also posted on any notice boards within the campus.
6. If there is an ongoing investigation of a crime that occurred in, at, or on any of the locations listed above that would be jeopardized, cause the suspect to flee, risk the safety of an individual, or result in the destruction of evidence, the campus may delay the timely warning until any adverse effect is no longer likely to occur.
7. The statistics are collected centrally for each campus on a monthly basis and reported to the Department of Education annually.
8. Should also include the institution's response after a crime is reported (ex. disciplinary hearing).

## **CRIME STATISTICS**

The federal law requires that colleges and universities disclose statistics on twelve crimes that may occur on campus, on non-campus property, or on public property adjacent to the campus. For the purposes of the Clery Act, any building that is owned or controlled by the institution, or is located on property that is owned or controlled by the institution, and is within the reasonably contiguous geographic area that makes up the campus is considered an on-campus student facility even if the building itself is owned or controlled by a third party, as classified by the FBI Uniform Crime Report. Campus specific statistics are attached as an addendum and may be obtained by students and/or employees (current and perspective) via the campus website or at the residential campus location.

***Federal Bureau of Investigation's (FBI) Uniform Crime Report (UCR) program. A nationwide, cooperative statistical effort in which city, university and college, county, State, Tribal, and federal law enforcement agencies voluntarily report data on crimes brought to their attention. The UCR program also serves as the basis for the definitions of crimes as defined by the FBI UCR.***

***DEFINITIONS for Crimes (as defined by the FBI Uniform Crime Report)***

1. **HOMICIDE:** The willful (non-negligent) killing of one human being by another or the killing of another person through gross negligence. In general, (1) any death caused by injuries received in a fight, argument, quarrel, assault, or commission of a crime is considered **Murder and Non-negligent Manslaughter** and (2) any death caused by the gross negligence of another is considered **Criminal Homicide-Manslaughter by Negligence**.
2. **SEXUAL ASSAULT:** Any sexual act directed against another person, forcibly and/or against the person's will; not forcibly or against the person's will when the victim is incapable of giving consent.  
**RAPE:** Penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim.  
**FONDLING:** The touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental capacity.  
**INCEST:** Sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.  
**STATUTORY RAPE:** Sexual intercourse with a person who is under the statutory age of consent. (Statutory age of consent may vary by state.)
3. **DOMESTIC VIOLENCE:** Any felony or misdemeanor act of violence committed by a current or former spouse or intimate partner of the victim; a person with whom the victim shares a child in common; a person who is cohabitating with the victim or who has cohabited with the victim as a spouse or intimate partner; a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies [under VAWA], or; any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of this jurisdiction.
4. **DATING VIOLENCE:** Any act of violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship shall be determined based on a consideration of the following factors: the length of the relationship; the type of the relationship; and the frequency of the interaction of the persons involved in the relationship.
5. **STALKING:** May be defined as engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others; or suffer substantial emotional distress.  
For the purpose of this definition:  
**COURSE OF CONDUCT:** Two or more acts, including, but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with a person's property.  
**REASONABLE PERSON:** A reasonable person under similar circumstances and with similar identities to the victim.  
**SUBSTANTIAL EMOTIONAL DISTRESS:** Significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling.
6. **SIMPLE ASSAULT:** An unlawful physical attack by one person upon another where neither the offender displays a weapon, nor the victim suffers obvious severe or aggravated bodily injury involving apparent broken bones, loss of teeth, possible internal injury, severe laceration, or loss of consciousness. Included are offenses such as minor assault, hazing, assault and battery, and injury

caused by culpable negligence. As with Aggravated Assault, there are no attempted Simple Assaults. **Simple, Not Aggravated** includes all assaults which do not involve the use of a firearm, knife, cutting instrument, or other dangerous weapon and in which the victim did not sustain serious or aggravated injuries. Agencies must classify as simple assault such offenses as assault and battery, injury caused by culpable negligence, intimidation, coercion, and all attempts to commit these offenses. In addition, Reporting Agencies must classify the offense as simple assault if the injuries are not serious (abrasions, minor lacerations, or contusions) and require no more than usual first-aid treatment. Under certain circumstances, offenses of disorderly conduct, domestic violence, or affray must be classified as simple assault.

7. **AGGRAVATED ASSAULT:** An unlawful attack by one person upon another for the purpose of inflicting severe or aggravated bodily injury. This type of assault usually is accompanied by the use of a weapon or by means likely to produce death or great bodily harm.

Examples include:

- a) Firearm includes all assaults in which a firearm of any type is used or is threatened to be used. (Examples: revolvers, automatic pistols, shotguns, rifles, etc.).
  - b) Knife or Cutting Instrument includes assaults wherein weapons are used as cutting or stabbing objects or their use is threatened. (Examples: knives, razors, hatchets, scissors, etc.).
  - c) Other Dangerous Weapon includes assaults resulting from the use or threatened use of any object as a weapon in which serious injury does or could result. (Examples: Mace, pepper spray, clubs, bricks, etc.). Attacks by explosives, acid, lye, poison, scalding, burnings, etc. are also included in this category.
  - d) Hands, Fists, Feet, Etc. – Aggravated Injury includes only the attacks using personal weapons such as hands, arms, feet, fists, and teeth that result in serious or aggravated injury. Reporting agencies must consider the seriousness of the injury as the primary factor in establishing whether the assault is aggravated or simple. They must classify the assault as aggravated if the person injury is serious, for example, there are broken bones, internal injuries, or stitches required. Often the weapon used or the extent of the injury sustained will be the deciding factor in distinguishing aggravated from simple assault. To classify an assault, consider the following:
    1. The type of weapon employed or the use of an object as a weapon
    2. The seriousness of the injury
    3. The intent of the assailant to cause serious injury
8. **ROBBERY:** Taking or attempting to take anything of value from the care, custody or control of a person or persons by force or threat of force or violence and/or by putting the victim in fear.

Examples include:

- a) Firearm includes robberies in which any firearm is used as a weapon or employed as a means of force to threaten the victim or put the victim in fear.
- b) Knife or Cutting Instrument includes robberies in which a knife, broken bottle, razor, ice pick, or other cutting or stabbing instrument is employed as a weapon or as a means of force to threaten the victim or put the victim in fear.

- c) Other Dangerous Weapon includes robberies in which a club, acid, explosive, brass knuckles, Mace, pepper spray, or other dangerous weapon is employed or its use is threatened.
- d) Strong-arm – Hands, Fists, Feet, Etc. includes muggings and similar offenses in which only personal weapons such as hands, arms, feet, fists, and teeth are employed or their use is threatened to deprive the victim of possessions.

9. **LARCENY/THEFT:** The unlawful taking, carrying, leading, or riding away of property from the possession, or constructive possession (where one does not have physical custody or possession, but is in a position to exercise control over a thing), of another person. Larceny and theft mean the same thing in the UCR Program. Motor vehicle theft is not included and is counted separately because of the great volume of such thefts. Agencies must report local offense classifications such as grand theft, petty larceny, felony larceny, or misdemeanor larceny as larceny-theft.

Examples include:

- a. Pocket-picking – This includes wallets, purses, pockets, etc. If the victim is manhandled or if force beyond simple jostling is used to overcome the resistance of the victim, the offense becomes a strong-arm robbery and must be so classified.
- b. Purse-snatching – This includes purses, handbags, etc. If more force is used than actually necessary to snatch the purse from the owner, or if the victim resists the theft in any way, then the offense is classified as a strong-arm robbery.
- c. Shoplifting.
- d. Theft from motor vehicles whether locked or unlocked (Except theft of motor vehicle parts and accessories) \*If a theft from a motor vehicle occurs in conjunction with a motor vehicle theft, reporting agencies must classify the incident as a motor vehicle theft.
- e. Theft of motor vehicle parts and accessories (attached to vehicle).
- f. Theft of bicycles.
- g. Theft from buildings.
- h. Theft from Coin-Operated Machine or Device.
- i. All other larceny-theft not specifically classified – All thefts which do not fit the definition of the specific categories of larceny listed above. This includes theft of furniture, tools, etc.

10. **BURGLARY:** The unlawful entry (breaking or entering) with intent to commit a felony or theft, breaking and entering with intent to commit a larceny, house-breaking, safecracking, and all attempts at these offenses as burglary. The definition of a structure includes, but is not limited to, any residence, business, campus or classroom, other buildings, public buildings, etc.

An incident must meet three conditions to be classified as a Burglary:

- a. There must be evidence of unlawful entry (trespass). Both Forcible Entry and Unlawful Entry – No Force are counted.
- b. The Unlawful Entry must occur within a structure, which is defined as having four walls, a roof, and a door.

- c. The Unlawful Entry into a structure must show evidence that the entry was made in order to commit a felony or theft. If the intent was not to commit a felony or theft, or if the intent cannot be determined, the proper classification is Larceny.

Examples include:

- a. Forcible Entry is any offense where force of any kind is used to unlawfully enter a structure for the purpose of committing a theft or felony. (Examples: Using tools, breaking windows, master keys, or picks to gain entry). Agencies must also include this category burglary by concealment inside a building followed by exiting the structure.
- b. Unlawful Entry – No Force is considered when the entry of a structure is achieved by use of an unlocked door or window. The element of trespass to the structure is essential in this category, which includes thefts from open garages, open warehouses, open or unlocked dwellings, and open or unlocked common basement areas in apartment houses where entry is achieved by other than the tenant who has lawful access.
- c. Attempted Forcible Entry includes those situations where a forcible entry burglary is attempted but not completed. Once the thief is inside a locked structure, the offense becomes a Burglary – Forcible Entry. Agencies must classify attempts to enter an unlocked structure as well as actual trespass to an unlocked structure as Burglary – Unlawful Entry – No Force. Only situations in which a thief has attempted to break into a locked structure are classified as Burglary – Attempted Forcible Entry. **Note: If a forcible or unlawful entry of a building is made to steal a motor vehicle, the reporting agency must count the offense and the value of the vehicle under burglary, not motor vehicle theft.**

11. **VANDALISM:** To willfully or maliciously destroy, injure, disfigure, or deface any public or private property, real or personal, without the consent of the owner or person having custody or control by cutting, tearing, breaking, marking, painting, drawing, covering with filth, or any other such means as may be specified by local law. This offense covers a wide range of malicious behavior directed at property, such as cutting auto tires, drawing obscene pictures on public restroom walls, smashing windows, destroying campus records, tipping over gravestones, and defacing library books. Reporting agencies must include attempts to commit any of the above.

12. **MOTOR VEHICLE THEFT:** Motor Vehicle Theft includes the theft or attempted theft of a motor vehicle, which the UCR Program defines as a self-propelled vehicle that runs on land surface and not on rails; for example, sport utility vehicles, automobiles, trucks, buses, motorcycles, motor scooters, all-terrain vehicles, and snowmobiles are classified as motor vehicles. Joyriding should be included as Motor Vehicle Theft. **Note: If a motor vehicle is stolen in conjunction with another offense, each offense must be classified accordingly.**

Examples include:

- a. Trucks and Buses include the theft of those vehicles specifically designed (but not necessarily used) to commercially transport people and cargo. Pickup trucks and cargo vans, regardless of their use, are included in this category. The UCR Program considers a self-propelled motor home to be a truck.
- b. Other Vehicles includes all other motor vehicles that meet the UCR definition such as snowmobiles, motorcycles, motor scooters, trail bikes, mopeds, golf carts, all-terrain vehicles, and motorized wheelchairs. Obviously, all situations cannot be covered, so the classifier's decision must be based on UCR standards and the results of law enforcement investigation.

13. **INTIMIDATION:** To unlawfully place another person in reasonable fear of bodily harm through the use of threatening words and/or other conduct, but without displaying a weapon or subjecting the victim to actual physical attack. Intimidation involves an offender making some type of threat to the victim without actually using or displaying a weapon. Such threats can be made in person, over the telephone, or in writing.
14. **ARSON:** Any willful or malicious burning or attempt to burn, with or without intent to defraud, a dwelling house, public building, motor vehicle or aircraft, personal property or another, etc. Include as arson only structural fires determined through investigation to have been willfully or maliciously set. Attempts to burn are included in this offense, but fires of suspicious or unknown origins are not. **Note: If arson is recorded, the campus is responsible for updating the Fire Safety Report to include arson or any other types of fire.**

Examples include:

- a. Structural includes single occupancy residential (houses, townhouses, etc.), other residential (apartments, tenements, hotels, etc.), storage (barns, garages, etc.), industrial/manufacturing, other commercial (stores, restaurants, offices, etc.), community/public (churches, jails, campuses, colleges, etc.), all other structure (out buildings, monuments, buildings under construction, etc.). Structures are further divided into two subcategories: residential and nonresidential.
  - b. Mobile includes motor vehicles (automobiles, trucks, buses, motorcycles, etc.) and other mobile property (trailers, recreational vehicles, airplanes, boats, etc.).
  - c. Other subcategory encompasses arson of all property not classified as structural or mobile. Willful or malicious burnings of property such as crops, timber, fences, signs, and merchandise stored outside structures are included in this category. Incidents in which persons are killed as a direct result of arson are classified as both criminal homicides and arson. Similarly, the number of persons severely injured during arson must be reported as aggravated assaults along with the arson.
15. **HATE CRIMES:** In general, “hate” or “bias” crime is often defined as unlawful actions designed to frighten or harm an individual because of his/her race, religion, gender, disability, ethnicity, national origin, or sexual orientation. A hate crime is classified as any occurrence of criminal homicide, sex offenses, robbery, aggravated assault, burglary, motor vehicle theft, arson, larceny-theft, simple assault, intimidation, destruction/damage/vandalism of property, and any other crime involving bodily injury reported to local law enforcement agencies or a campus security authority, that manifest evidence that the victim was intentionally selected because of the perpetrator’s bias. An important distinction is required when reporting a hate crime. The mere fact that an offender is biased against a victim’s race, religion, gender, disability, ethnicity, national origin, or sexual orientation is not sufficient to deem the offense a hate crime. Rather, it must be determined that the offender’s criminal act was motivated, in whole or in part, by the offender’s bias.

**HIERARCHY RULE:** A requirement in the FBI’s UCR program that, for purposes of reporting crimes in that system, when more than one criminal offense was committed during a single incident, only the most serious offense be counted.



## **DISCIPLINARY REFERRALS**

The following are the FBI Uniform Crime Report's definition of crime for which arrests and disciplinary referrals must be reported:

**LIQUOR LAW VIOLATIONS:** Violations of laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession or use of alcoholic beverages (does not include arrests for driving while impaired or under the influence of alcohol).

The campus will report the following in its annual statistics:

1. The number of campus violations.
2. The type of sanction for violations.
3. The number of arrests.
4. The number of fatalities.

**DRUG LAW VIOLATIONS:** Violations of state and local laws, specifically those for the unlawful possession, sale, use, growing, manufacturing and making of narcotic drugs.

The campus will report the following in its annual statistics:

1. The number of campus violations.
2. The type of sanction for violations.
3. The number of arrests.
4. The number of fatalities.

**WEAPONS POSSESSION:** Defined as a violation of law or ordinances prohibiting the manufacture, sale, purchase, transportation, possession, concealment or use of firearms. Cutting instruments, explosives, incendiary devices or other deadly weapons are included in this category. If a weapon is utilized during any of the categories above, a separate weapon violation will be recorded in the campus statistics.

## **SEX OFFENDERS**

The Campus Sex Crimes Prevention Act requires colleges and universities to disclose to its students the location of sex offender registries and the campus community where state law enforcement agency information concerning registered sex offenders may be obtained. The act also requires registered sex offenders to provide a notice of any campus of higher education in which the offender is employed, carries on a vocation, or is a student to state officials.

Students who are subject to an involuntary civil commitment, after completing a period of incarceration for a forcible or non-forcible sexual offense, are ineligible to receive a Federal Pell Grant. Any member of the campus community who wishes to obtain further information regarding sexual offenders in the area may refer to <http://www.sexoffender.com> for the national registry and [www.meganslaw.ca.gov](http://www.meganslaw.ca.gov).

## **SEX OFFENSES** (Also see the Title IX Brochure in this document)

In order to prevent the occurrence of rape, acquaintance rape, and other forcible and non-forcible sex offenses, the Colleges policy includes the following:

- a. In conjunction with the campus security bi-annual in-services, the campus will address awareness and prevention of rape and sex offenses. These in-service programs are conducted by trained professionals twice a year. Notice of the programs is given to faculty, employees, and students by bulletins posted at the campus.
- b. If a sex offense occurs, the victim should immediately notify the campus authorities and local police. The standard of evidence used by the College in these cases will be that standard applied by any reasonable person investigating a similar circumstance. Any evidence that may support the offense should be meticulously preserved for police identification. To preserve evidence, you should not bathe or change clothes or do any cleaning up in any manner prior to receiving medical assistance.
- c. Students have the option to report rape or sex offenses to the proper law enforcement authorities including on-campus and local police. The campus staff will assist the student in reporting these offenses at the student's request.
- d. The campus provides and assists students with on- and off-campus counseling, mental health services, and other student services for victims of sex offenses. Information may be obtained from the Campus President or designee.
- e. Upon request by a victim of a sex offense, the campus will change that victim's academic schedule if the change is reasonably available.
- f. The campus has adopted a Procedure for Processing Complaints of Unlawful Discrimination and Other Grievances (the "Grievance Procedure") which applies in the event of an accusation of a sex offense. Copies of the Grievance Procedure may be obtained from the Campus President or designee. As provided in the Grievance Procedure, the accuser and the accused are entitled to the same opportunities to have others present during any proceedings that take place. Both the accused and the accuser will be notified of the results of the proceedings as stated in the Grievance Procedure. Decisions reached during the proceedings, other than referral to legal authorities, may be appealed using the campus Grievance Procedure. Documentation of any sex offense proceedings is required by Agape College of Business Science and must be kept on file indefinitely by the campus and the Home Office. This should include sanctions the campus may impose following a final determination of a campus disciplinary proceeding regarding rape, acquaintance rape, or other forcible or non-forcible sex offenses. See the  
Title IX Brochure in this document.

## **DISCIPLINARY PROCEEDINGS**

The Higher Education Opportunity Act (HEOA) requires colleges to disclose, upon written request, to the alleged victim of a crime of violence or a non-forcible sex offense, the results of any disciplinary hearing related to the offense conducted by the campus against the student who is the alleged perpetrator of the crime or offense. If the alleged victim is deceased as a result of the crime or offense, the campus must provide the results of the disciplinary hearing to the victim's next of kin, if so requested.

## **DEFINITION**

*Referred for campus disciplinary action:* The referral of any person to any campus official who initiates a disciplinary action of which a record is kept and which may result in the imposition of a sanction.

## **DRUG-FREE CAMPUS POLICY:**

1. This policy applies to all students and employees of Agape College of Business Science while attending school or any school function. Please refer to the Financial Aid Consumer Information packet for additional information on ACBS's drug free program. As stated in California Health and Safety Code 1135.5 adults preparing for the sale or gift of a controlled substance to minors upon school grounds or public playgrounds may be punished by imprisonment in the state prison for five, seven or nine years. As stated in California Health and Safety Code 11353.6, Juvenile Drug Trafficking and Schoolyard Act of 1988, any such acts shall receive an additional punishment of three, four or five years at the court's discretion.

2. All students attending Agape College of Business Science are considered adults and are in an adult situation. For this reason, there will be *no warnings* if the use of alcohol or illicit drugs is found on campus or at campus functions. Notifications of the police will be left to the judgment of the attending instructor or school personnel. The student's instructor will be notified of the dismissal within 24 hours of the situation.

## **EMERGENCY RESPONSE and EVACUATION PLAN**

Agape College of Business Science *Campus Security Authority Chart* details personnel who are responsible for carrying out the Emergency Response and Evacuation Plan.

Campus Security Authority Chart, Individuals to contact in case of an emergency:

1. Campus President
2. Dean Of Schools
3. Associate Dean
4. Director of Human Resources
5. Director of Student Services
6. Financial Aid Officer

## **CLERY ACT GEOGRAPHY DEFINITIONS**

### **ON CAMPUS**

Any building or property owned or controlled by an institution within the same reasonably contiguous geographic area and used by the institution in direct support of, or in a manner related to, the institution's educational purposes.

Any building or property that is within or reasonably contiguous to paragraph (1) of this definition, that is owned by the institution but controlled by another person, is frequently used by students and supports institutional purposes (such as a food or other retail vendor).

\*Please see Clery Act Map of the Fresno Campus.

### **NON-CAMPUS BUILDING OR PROPERTY**

Any building or property owned or controlled by an institution that is used in direct support of, or in relation to, the institution's educational purposes, is frequently used by students, and is not within the same reasonably contiguous geographic area of the institution.

## PUBLIC PROPERTY

All public property (including thoroughfares, streets, sidewalks, and parking facilities) that is within the campus, or immediately adjacent to and accessible from the campus.



1313 P Street, Fresno, CA 93721. The area outlined in **RED** represents the Fresno Campus.

**Agape College of Business  
Science Emergency  
Response Plan 2021-2022**



## **Agape College of Business Science Emergency Response Plan**

The purpose of this plan is to provide for the carrying out of emergency functions to save lives; establish responsibilities necessary to performing these functions; prevent, minimize, and repair damage; and ensure continuity of operations so that essential services may continue to be provided to the Campus. This plan assigns roles and responsibilities to departments and individuals that are directly responsible for emergency response and critical support services, and provides a management structure for coordinating and deploying essential resources.

Your campus has a detailed Emergency Response Plan (ERP) procedure that outlines the procedures to be followed in case of an emergency. This document serves as a description of what you should expect in an emergency situation and actions you should take specific to your campus or location. Please contact your Campus President or designee for more information about the detailed ERP procedures.

An emergency is any situation that poses danger to the safety of persons or property, and which requires an immediate response. An emergency can be caused by air pollution, fire, flood or floodwater, storm, hurricane, epidemic, riot, earthquake, intruder, or other causes. An emergency may be beyond the control of the resources available to the campus and may require the combined efforts of the state, city, or other political subdivisions.

It is a primary goal of Agape College of Business Science to provide a safe and secure environment for our students, faculty, and staff at all of our locations. However, emergencies both large and small can arise suddenly, and it is critical that site personnel know how to respond to them immediately and effectively. They must be prepared to respond in an appropriate, coordinated manner that minimizes the risks to everyone involved and allows students, faculty, and staff to resume or continue to function normally without creating additional emergencies.

The greatest mistakes leaders make in a crisis come from not knowing what steps to take or in what order to take them. Planning, preparation, training, and drills help prevent these mistakes. Site personnel will be trained at least once a year on the ERP to prepare them to respond to emergencies. While the ERP provides guidance for how to respond to numerous types of emergencies, it cannot foresee every possible emergency. Therefore, site personnel must be prepared to evaluate all the circumstances and make sound judgments based on the situation.

Clear communication is essential during an emergency. Multiple methods must be used as no one system alone can transfer information. As decisions are made, appropriate communications must be developed and distributed in a timely manner to all key audiences: students, faculty, staff, Agape College of Business Science senior executives, and the general public.

In any emergency, the Campus' Incident Commander (IC) will, without delay, and taking into account then safety of the community, determine the content of the notification and initiate the campus or location notification system, unless issuing a notification will, in his/her professional judgment, compromise efforts to assist a victim or to contain, respond to, or otherwise mitigate the emergency.

### **Emergency Communication**

When an emergency condition exists, the IC will notify the necessary members of the Emergency Response Team (ERT) to respond to their areas of assignment. Notifications must be given in plain

language. Code words should not be used. The methods of communication the school may utilize to notify all persons on campus of an emergency include:

- a) Intercoms
- b) Two-way radios
- c) Telephones
- d) Runners

The Campus' IC will evaluate the situation and determine the best method to notify the campus community of the emergency. In some cases, e-mail, the Web, word-of-mouth, or even the media will be used to alert the campus or broader community of events on campus.

The ERT is responsible for controlling the overall emergency response and managing personnel, students, facilities, equipment, and communications. The team consists of several members of the Campus' faculty and staff. Your campus or location has specific policies that ERT follows. In the event of an emergency, you should carefully follow all instructions given by the ERT at your campus or location.

The ERT positions with short descriptions are as follows:

### **1. Incident Commander (IC):**

The IC ensures the safety of students, staff, and others on campus. The IC will assess the type and scope of emergency, determine the threat, if any, to human life and structures, and activate the rest of the ERT, if necessary. The IC will also determine the content of the emergency notification and the appropriate audience to receive the communication. Several incident-specific responses are included in this ERP for reference.

### **2. Safety Officer:**

The Safety Officer ensures that all emergency response related activities are conducted in as safe a manner as possible. The Safety Officer will monitor drills, exercises, and emergency response activities for safety, and identify and mitigate safety hazards and situations.

### **3. Communications Officer:**

The Communications Officer is responsible for coordinating all on-site communications between the ERT and the media, families of students, and the public. The Communications Officer will release statements, arrange interviews, and ensure that the privacy of students and on-site personnel is protected when communicating with the media.

### **4. Operations Chief:**

The Operations Chief manages the direct response to the disaster, including site facility check, security, search and rescue, medical, student care, and student release. Specifically, the Operations Chief:

- a) Briefs the ERT on the situation, assigns team members to their proper roles, and supervises ERT activities.

- b) When additional site personnel are available, briefs them on the situation and assigns them as needed.
- c) Supervises search and rescue operations.
- d) As information is received from operations staff, forwards it to the IC.
- e) Makes arrangements to provide shelter for students and staff; and
- f) Ensures that operations staff follows standard procedures, using appropriate safety gear, and document their activities.

#### **5. Search and Rescue Teams and Team Leader:**

The Search and Rescue Team, led by a Team Leader, searches areas for on-campus occupants that may be in danger. The Team searches known hazards or situations first, then searches the campus using specific planned routes.

#### **6. Medical Team and the Medical Team Leader:**

The Medical Team, led by a Team Leader, is responsible for providing emergency medical response, first aid, and counseling prior to the arrival of emergency medical services.

#### **7. Student Care Team:**

The Student Care Team ensures the care and safety of all students on campus, except those who are in the medical treatment area.

### **GENERAL PROCEDURES**

Agape College of Business Science is committed to providing as safe, comfortable, and productive work environments as possible during periods of severe weather such as hurricanes and tornados. **The National Weather Service will issue a HURRICANE WARNING when hurricane conditions are expected in the next 36 hours.** When a warning is issued, Agape College of Business Science will determine the course of action for offices in the threatened area. Agape College of Business Science offices in the warning area will close no later than **12 hours** after a Hurricane Warning is issued. Affected offices will remain closed until the Warning has been lifted and the buildings have been deemed safe for re-entry. It is Agape College of Business Science's intention to re-open each office as soon as possible. Your campus location has specific policies that the ERT follows. In the event of an emergency, you should carefully follow all instructions given by the ERT at your campus location.

#### ***Incident Commander (IC):***

Calls 911, if necessary.

Activates the Emergency Response Team (ERT).

Determines if students and site personnel should be evacuated outside of building or to a relocation center.

Directs students and site personnel to follow evacuation drill procedures and the primary evacuation route, or alternate routes if the primary route is too dangerous.

Describes how ERT will provide for disabled and non-English speaking students and site personnel.

***Faculty:***

Direct students to follow the evacuation procedure announced by the IC.

Take class roster and emergency kit.

Take roll when safely outside.

Immediately notify the IC of any missing students.

Stay with class until relieved by another faculty member.

If evacuated to relocation center, take roll again and notify the IC of any missing students. Your campus or location has specific policies that the ERT follows. In the event of an emergency, you should carefully follow all instructions given by the ERT at your campus or local office. Lockdown/shelter-in-place orders may be issued in situations involving dangerous intruders or other incidents that may result in harm to persons if they were to leave the facility or campus building.

***Incident Commander (IC):***

Calls 911, if necessary.

Activates the Emergency Response Team (ERT).

Issues lockdown/shelter-in-place order by announcing a warning over PA system, sending a messenger to each classroom, or other alternate method, as deemed necessary by the situation.

Directs all students, site personnel, and visitors to seek shelter in classrooms or other secure rooms.

***Faculty:***

Lock classroom doors and barricade with furniture.

Close windows and, if available, close window blinds, curtains, or shades.

Direct all persons to move away from windows and doors so that they cannot be seen from outside the room.

Direct all persons to get down on the floor.

Allow no one to exit the classroom until the IC gives the all-clear signal.

Your campus or location has specific policies that the ERT follows. In the event of an emergency, you should carefully follow all instructions given by the ERT at your campus or location.

Reverse evacuation provides refuge for students, site personnel, and members of the public within facilities during an emergency. Shelters must be located in areas that maximize the safety of everyone seeking shelter. Safe areas may change depending on the emergency. Implementation of lockdown/shelter-in-place procedures may be necessary once everyone is inside the shelter.

***Incident Commander (IC):***

Calls 911, if necessary.

Activates the Emergency Response Team (ERT).

Identifies safe areas in each building.

Directs students, site personnel, and members of the public to assemble in the safe areas.

***Faculty:***

Take class roster and emergency kit. Close all exterior doors and windows. Barricade doors and windows with furniture. Turn off any ventilation leading outdoors.

Move everyone away from windows and doors.

If advised, instruct everyone to cover mouth and nose with handkerchief, cloth, paper towels, or tissues.

Take roll of students and staff after securing the safe area.

Immediately notify the IC of any missing people.

All persons must remain in safe areas until notified by the IC that the emergency has ended.

Your campus or location has specific policies that the ERT follows. In the event of an emergency, you should carefully follow all instructions given by the ERT at your campus or location.

The person who recognizes the emergency should call 911, if necessary.

The person who recognizes the emergency should notify the Incident Commander (IC).

The IC will seal off high-risk area.

The IC will announce emergency via intercom, if necessary.

The IC will take charge of area until incident is contained or relieved.

Your campus or location has specific policies that the ERT follows. In the event of an emergency, you should carefully follow all instructions given by the ERT at your campus or location.

Select site personnel and students will meet with mental health workers to determine level of intervention required.

The Campus President will:

Designate rooms as private counseling areas.

Escort affected students, siblings, close friends, and other “highly stressed” students or site personnel to counselors.

Debrief all students and site personnel.

Assess stress level of all students and site personnel.

Recommend counseling to overly stressed students and site personnel.

Follow up with students and site personnel who received counseling.

Designate site personnel to attend funeral(s), if necessary.

Allow for changes in normal routines or test schedules following any injuries or deaths.

## **INCIDENT SPECIFIC RESPONSES**

### ***In the event a fire or smoke from a fire has been detected:***

The person who recognizes the fire should activate fire alarm or call 911.

The ERT will evacuate students and site personnel to a safe distance outside of building.

Follow the primary fire drill route as detailed by your campus location, or the alternate route if the primary route is too dangerous.

Instructors and managers take roll after evacuating and immediately notify the IC of any missing people.

IC may move students to an alternate relocation center if the weather is inclement or the building is damaged.

No one may re-enter the building(s) until entire building(s) is declared safe by fire or police personnel.

Your campus or location has specific policies that the ERT follows. In the event of an emergency, you should carefully follow all instructions given by the ERT at your campus or location.

### ***If a person is suspected of carrying a weapon into an Agape College of Business Science facility or onto a campus:***

The person who believes someone has a weapon should immediately call 911.

The person who believes someone has a weapon should immediately notify the Incident Commander (IC).

If suspect threatens you with a weapon, do not try to disarm him or her. Back away with your arms up. Remain calm.

The ERT should escort police on search through the building, if requested.

Your campus or location has specific policies that the ERT follows. In the event of an emergency, you should carefully follow all instructions given by the ERT at your campus or location.

The person who witnesses an assault or fight should call 911, if necessary, and notify the Incident Commander (IC).

The ERT will diffuse the situation, if possible.

The ERT should seal off area where assault/fight took place, if possible.

The ERT will document all activities and ask victim(s)/witness(es) for their account of incident, including details about whether:

A weapon was used; or

A victim has a physical injury causing substantial pain or impairment of physical condition; or

Victim was assaulted involving sexual contact (this means intentional touching of anus, breast, buttocks, or genitalia of another person in a sexual manner without consent, including touching of those areas covered by clothing).

Your campus or location has specific policies that the ERT follows. In the event of an emergency, you should carefully follow all instructions given by the ERT at your campus or location.

The person who discovers a wild animal on the premises should call 911, if necessary.

The person who discovers a wild animal on the premises should notify the Incident Commander (IC).

If possible, the ERT will seal off the area if the animal is still present.

Your campus or location has specific policies that the ERT follows. In the event of an emergency, you should carefully follow all instructions given by the ERT at your campus or location.

The person who receives a bomb threat should immediately call 911.

The person who receives a bomb threat should notify the Incident Commander (IC) IC initiates Evacuation Procedures.

Follow Evacuation Procedures to a safe distance outside of building.

No one may re-enter building(s) until entire building(s) is declared safe by fire or police personnel.

Your campus or location has specific policies that the ERT follows. In the event of an emergency, you should carefully follow all instructions given by the ERT at your campus or location.

***If gas odor has been detected in the building:***

The person who smells the gas odor should immediately call 911.

The person who smells the gas odor should immediately notify Incident Commander (IC).

The person who smells the gas odor should use the fire alarm pull station.

The ERT will evacuate students and staff to a safe distance outside of building.

Follow the primary evacuation route as detailed by your campus or location, or the alternate route if the primary route is too dangerous.

Instructors and managers take roll after evacuating.

Immediately notify the IC of any missing people.

IC may move students to an alternate relocation center if the weather is inclement or the building is damaged.

No one may re-enter building(s) until entire building(s) is declared safe by fire or police personnel.

Your campus or location has specific policies that the ERT follows. In the event of an emergency, you should carefully follow all instructions given by the ERT at your campus or location.

***If gas odor has been detected outside the building:***

The person who receives the report of the gas odor should immediately call 911.

The person who receives the report of the gas odor should immediately notify the Incident Commander (IC).

IC determines whether to shelter in place or evacuate (fire personnel will assist with decision)

Your campus or location has specific policies that the ERT follows. In the event of an emergency, you should carefully follow all instructions given by the ERT at your campus or location.

***If advised to evacuate:***

The ERT will designate team member to evacuate students and staff to a safe distance outside of building.

Follow the primary evacuation route, or the alternate route if the primary route is too dangerous.

Instructors and managers take roll after being evacuated.

Immediately notify the IC of any missing people.

IC may move students to an alternate relocation center if the weather is inclement or the building is damaged.

No one may re-enter building(s) until entire building(s) is declared safe by fire or police personnel.

Your campus or location has specific policies that the ERT follows. In the event of an emergency, you should carefully follow all instructions given by the ERT at your campus or location.

***Incident occurred in an Agape College of Business Science facility or campus:***

The person experiencing the event should immediately call 911, if necessary.

The person experiencing the event should immediately notify the Incident Commander (IC).

IC determines whether to shelter in place or evacuate (fire personnel will assist with decision).

Follow procedures for sheltering or evacuation.

IC seals off area of leak/spill.

IC takes charge of area until fire personnel contain incident.

No one may re-enter the building(s) until entire building(s) is declared safe by fire or police Personnel.

Your campus or location has specific policies that the ERT follows. In the event of an emergency, you should carefully follow all instructions given by the ERT at your campus or location.

***occurred near Agape College of Business Science facility or campus:***

The person experiencing the event should immediately call 911, if necessary.

The person experiencing the event should immediately notify the Incident Commander (IC).

IC determines whether to shelter in place or evacuate (fire personnel will assist with decision).

Follow procedures for sheltering or evacuation.

No one may re-enter the building(s) until entire building(s) is declared safe by fire or police personnel.

Your campus or location has specific policies that the ERT follows. In the event of an emergency, you should carefully follow all instructions given by the ERT at your campus or location.

Agape College of Business Science campuses within 10 miles of a nuclear facility will be prepared for a radiological event. Should a radiological event occur, it is standard protocol for the nuclear facility to

blast a steady siren for 3 to 5 minutes. If this siren is heard, seek additional information from an Emergency Alert Station (EAS) on a radio. A radiological release may require protective actions.

There are two basic protective actions: sheltering-in-place and evacuation. The procedures are described in the General Procedures section of this document.

Your campus or location has specific policies that the ERT follows. In the event of an emergency, you should carefully follow all instructions given by the ERT at your campus or location.

***If a serious injury or death occurs in an Agape College of Business Science building or on a campus:***

The person who encounters the serious injury or death should immediately call 911.

The person who encounters the serious injury or death should notify the Incident Commander (IC).

If possible, the ERT will isolate the affected person.

IC notifies Agape College of Business Science Communications team.

If it is an injury, the IC designates a staff member to accompany the injured person to the hospital.

Agape College of Business Science Communications team determines the method of notifying the family of the affected person, students, and site personnel.

Your campus or location has specific policies that the ERT follows. In the event of an emergency, you should carefully follow all instructions given by the ERT at your campus or location.

***If a member of the campus community dies or is seriously injured offsite:***

The person who encounters the serious injury or death should notify the IC.

IC notifies ACBS Communications team.

ACBS Communications team determines method of notifying students and site personnel. The person who discovers the unrest should call 911.

The person who discovers the unrest should notify the Incident Commander (IC).

The ERT will ensure the safety of students and site personnel in the immediate vicinity.

IC warns site personnel of the unrest.

IC warns other students, if necessary, of the unrest.

IC will seal off the affected area, if possible.

IC determines whether or not to issue a lockdown order (if it determined that a lockdown is

necessary, see the Lockdown/Shelter-in-Place Procedure section).

Instructors and managers make a list of all the students that are absent from their classrooms and deliver this information to the IC.

Your campus or location has specific policies that the ERT follows. In the event of an emergency, you should carefully follow all instructions given by the ERT at your campus or location.

***If a suicide attempt occurs in an Agape College of Business Science building or on a campus:***

The person who discovers the attempt should immediately call 911.

The person who discovers the attempt should notify the Incident Commander (IC).

IC activates ERT.

The IC or other designated person should attempt to calm suicidal person.

The ERT should isolate suicidal person from other students or site personnel, if possible.

Stay with the person until a counselor or suicide intervention team arrives.

**Do not leave the suicidal person alone.**

IC notifies the designated suicide intervention service.

Your campus or location has specific policies that the ERT follows. In the event of an emergency, you should carefully follow all instructions given by the ERT at your campus or location.

Weapons of mass destruction likely to be employed by terrorists fall into a few basic categories: nuclear and conventional.

**Nuclear Weapon Use**

Defense against nuclear weapons depends primarily on distance from the point of detonation. If a nuclear device is detonated:

The person who discovers the attack should immediately call 911.

The person who discovers the attack should immediately notify the Incident Commander (IC).

The ERT will utilize PA system or other system to notify campus occupants of the emergency.

The ERT will move students and staff to specifically identified basement or lower level rooms; interior hallways may be used as an alternative.

Campus personnel should close all doors leading into hallways to minimize flying glass.

The ERT should shut down all utility systems to the building (gas and electricity are the priorities).

Shelter in place to protect from fallout, if attack is far enough away.

Keep students and site personnel inside buildings.

Allow students and site personnel to leave at their own discretion once cleared to do so by public safety, emergency management, or military authorities.

### **Conventional Explosive Device Use**

The danger from the blast effect of conventional explosive devices is similar to nuclear devices with a higher rate of survival. If responding to the threat of an imminent blast nearby:

The person perceiving the attack should immediately call 911.

The person perceiving the attack should immediately notify the Incident Commander (IC). If the source of the threat is outside, the ERT will:

Reverse-evacuate all people into school buildings.

Move students and staff to specifically identified basement or lower level rooms; interior hallways may be used as an alternative.

Close all doors leading into hallways to minimize flying glass.

Shut down all utility systems to the building (gas and electricity are the priorities).

All people assume the duck, cover, and hold position on the ground.

Keep students and site personnel inside buildings.

Allow students and staff to leave at their own discretion once cleared to do so by public safety, emergency management, or military authorities.

If the source of the threat is inside an Agape College of Business Science building, the

ERT will: Evacuate students and site personnel to a safe distance outside of building.

Follow the primary fire drill route, or the alternate route if the primary route is too dangerous.

Instructors and managers take roll after evacuating.

Immediately notify the IC of any missing people.

IC may decide to move students to an alternate relocation center.

No one may re-enter the building(s) until entire building(s) is declared safe by public safety, emergency management, or military authorities.

The ERT will seek medical treatment for any students or site personnel affected by the explosive device.

Your campus or location has specific policies that the ERT follows. In the event of an emergency, you should carefully follow all instructions given by the ERT at your campus or location.

***The campus will test these procedures once per year, and will include:***

Drills that may be announced or unannounced;

Publicizing its emergency response and evacuation procedures in conjunction with at least one test per calendar year; and

Documenting, for each test, a description of the exercise, the date, time, and whether it was announced or unannounced.

Title IX Policy:  
Addressing Sexual Harassment &  
Sexual Violence

# Understanding Title IX

Many of us were introduced to Title IX as the legislation that resulted in the law that enforced standards of equity for girls and women participating in athletics in schools. Title IX does provide the legal basis for establishing equity in athletics, but it does so much more than that.

Title IX also prohibits Sexual Harassment, which includes acts of sexual violence such as sexual battery, rape, and acts of sexual coercion. These are all forms of sex discrimination and are prohibited by Title IX. These acts of violence promote a hostile environment on campus, and we take this very seriously as we endeavor to provide a safe and secure campus environment for our students. It is important that we be able to respond effectively when a student does have a problem in these areas.

## The Title IX Coordinator

Our campus Title IX Coordinator is available to you and responsible to provide the following services:

- Overseeing all Title IX complaints and investigations to provide prompt, fair and equitable resolutions.
- Identifying and addressing patterns and systemic problems that are identified.
- Meeting with students, providing Supportive Measures and answering questions.
- Working cooperatively with other College officials.
- Managing Title IX training, education and communication.
- Assist College staff and faculty regarding how to respond appropriately to reports of sexual violence.
- Ensuring the College meets its Title IX requirements.

*“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefit of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”*

*Title IX of the Education  
Amendments of 1972*

You can speak with anyone on campus if you or a friend is experiencing sexual harassment or sexual violence. Any staff or faculty member can refer you to our **Title IX Coordinator** and other resources to assist you. Ask for help now, don't wait!

Remember sexual harassment, including acts of sexual violence, rape, sexual battery and sexual coercion are forms of sexual harassment prohibited by Title IX.

## ***Title IX Coordinator***

---

Title IX Coordinator/CEO Dr. Linda Scott, at 1313 P. Street, Fresno, Ca., 93721 (559) 486-1166 or [lscott@agapeschools.org](mailto:lscott@agapeschools.org) or Title IX Coordinator/Director of Human Resources Femka Washington, at 1313 P. Street Fresno, Ca., 93721 (559) 486-1166 or e-mail at [fwashington@agapeschools.org](mailto:fwashington@agapeschools.org)

# Notice of Non-Discrimination

Agape' prohibits discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person's actual or perceived ancestry, color, disability, ethnicity, gender, gender expression, gender identity, immigration status, marital status, national origin, parental status, pregnancy status, race, sex, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. For questions or complaints, contact:

Equity Compliance Officer: Dr. Linda Scott, CEO, 1313 P. Street Fresno, Ca., 93721, (559) 486-1166, [lscott@agapeschools.org](mailto:lscott@agapeschools.org). Title IX Coordinator: Dr. Linda Scott, CEO, 1313 P. Street Fresno, Ca., 93721, (559) 486-1166, [lscott@agapeschools.org](mailto:lscott@agapeschools.org). Title IX Coordinator: Femka Washington, Director of Human Resources 1313 P. Street Fresno, Ca., 93721, (559) 486-1166 [fwashington@agapeschools.org](mailto:fwashington@agapeschools.org).

The College doesn't tolerate discrimination and that means:

- In accordance with Title IX requirements, Agape College of Business and Science doesn't discriminate on the basis of sex in educational programs or activities (including admission and employment).
- If you have questions about the application of Title IX to a specific circumstance, you may be referred to our Title IX Coordinator or you may decide to contact the Department of Education's Office of Civil Rights at [ocr@ed.gov](mailto:ocr@ed.gov).
- Sexual discrimination that is prohibited by Title IX includes sexual harassment and sexual violence (the next few pages describe what types of actions constitute sexual harassment and sexual violence).

## College Policies and Disciplinary Procedures

- The College will investigate Title IX complaints in a prompt and impartial manner.
- The College will take steps to prevent the recurrence of harassment and to correct its discriminatory effects on the complainant and others as appropriate.
- The parties to the complaint can present witnesses and other evidence during the investigation.
- Sexual assault complaints will not be resolved utilizing mediation.
- Grievance investigations will be conducted expeditiously and should not exceed 60 days to reach a resolution unless there are extenuating circumstances.
- Both parties will be notified of the outcome of the complaint.

### **What about Title IX Complaints and Criminal Investigations?**

When alleged sexual harassment or sexual violence occurs, the College will promptly and equitably investigate the alleged Title IX violation to determine the facts. Appropriate steps will be taken to resolve the matter in accordance with Title IX requirements.

A Title IX investigation is separate from any law enforcement investigation and the filing of any criminal complaints. You have the right to file a Title IX complaint and a criminal complaint with law enforcement.

Our Title IX Coordinator can assist you in determining the best course of action for you as you consider the College grievance procedure.

---

# Sexual Harassment

Sexual harassment can deny or limit, on the basis of sex, the student's ability to participate in or receive benefits, services or opportunities from the College's programs. That makes it a form of sex discrimination prohibited by Title IX.

1. According to the Department of Education's Office of Civil Rights the following criteria is used to define what constitutes sexual harassment: An employee of the recipient conditioning the provision of an aid, benefit, or service of the College on an individual's participation in unwelcome sexual conduct.
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the College's education program or activity; or
3. Sexual assault, dating violence, domestic violence, or stalking.<sup>1</sup>

See the examples below.

## Sexual Conduct that is defined as Sexual Harassment

- Making sexual propositions or pressuring someone for sexual favors.
- Unwelcome sexual advances.
- Writing graffiti of a sexual nature.
- Displaying or distributing sexually explicit drawings, pictures or written material.
- Performing sexual gestures or touching oneself sexually in front of others.
- Telling sexual or dirty jokes.
- Spreading sexual rumors or rating other students as to sexual activity or performance.
- Circulating or showing emails, websites or social media pages of a sexual nature.

<sup>1</sup>Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

Here is some other key information:

- Sexual harassment presents itself in different forms depending on the harasser and the nature of the harassment.
- Anyone on campus can commit sexual harassment (visitors, students, and staff).
- The conduct may be nonverbal, physical or verbal.
- Male and female students can be victims and the harasser may also be of the same sex.
- Sexual harassment may occur on campus or at an off-campus event sponsored by the College such as a field trip or retreat.

### Here are some examples of sexual harassment on campus:

- An instructor grading a student's work conditions the grade on whether or not the student responds to sexual advances.
- An Externship Coordinator only schedules students that give out sexual favors to the best externship locations.
- An instructor continually tells off color jokes in the classroom and displays images of a sexual nature in the faculty office.
- A student constantly shares information about other students with whom he has had sexual encounters in a public forum on campus.
- Students (male or female) exchange social media posts or email of a sexual nature without the consent of the other party.

### Here are two common forms of sexual harassment.

#### Two Forms of Sexual Harassment

**Quid Pro Quo Harassment.** This occurs when a campus faculty or staff member causes a student to believe he or she must submit to sexual advances or other forms of unwelcome sexual conduct in order to participate in school activities. It may also occur when an employee causes a student to feel that the employee will make educational decision based on whether or not the student submits to unwelcome sexual conduct. Even if the student submits to the sexual advances or other forms of unwelcome sexual conduct, it may still be considered sexual harassment.

**Example:** A faculty member threatens to fail a student unless the student agrees to date him or her.

**Hostile Environment Harassment.** This occurs when the sexual misconduct is so severe, pervasive, and objectively offensive that it causes a student to not participate in or benefit from an educational experience at the College or creates an intimidating or abusive educational environment.

**Example:** Someone continually makes sexually suggestive comments or sexually assaults a student.

---

---

# Sexual Violence

Sexual violence is a form of sexual harassment and includes acts that are criminal in nature and are prohibited by Title IX.

Many types of sexual violence may not involve physical contact between the two parties such as sexual harassment, voyeurism, and sexual threats. Some examples of sexual violence that do include physical contact are:

- Rape
- Sexual assault.
- Sexual battery.
- Sexual coercion.
- Unwanted touching.
- Dating violence.
- Sexually motivated stalking.

When consent is not obtained in advance of a sex act and the act is committed against the victims will or in instances where the victim is unable to give consent due to the effects of alcohol or drugs, such acts constitute sexual violence.

A majority of the victims of sexual violence are women and are often victimized when under the influence of alcohol or drugs. The assailant is usually male and usually someone the victim knows. An estimated 20% to 25% of college women and 6.1% of men in the U.S have experienced an attempted or completed rape during their attendance at a college.

If you are a victim of sexual violence, there is no need to be afraid or embarrassed, assistance is available. Tell someone you trust, get help and the ongoing care you need.

## The Role Alcohol Plays in Sexual Violence

On average, at least 50% of campus sexual assaults involve alcohol. It is the primary drug used by perpetrators of sexual violence.

- Alcohol impairs the perpetrators judgment so he/she ignores the indicators that a person doesn't welcome sexual advances.
  - Alcohol impairs the victim so that they don't recognize the risk of certain sexual encounters and may not be able to resist sexual advances.
  - Perpetrators may use alcohol as an excuse for their inappropriate behavior.
  - Victims who drink have a more difficult time establishing that the perpetrator assaulted them against their will.
-

## Sexual Violence (cont.)

### What to do when you are a victim of sexual violence.

- Go to a safe place, away from the perpetrator.
- Locate a friend, faculty member or school administrator.
- Contact the Title IX Coordinator.
- Contact law enforcement when appropriate.
- Preserve any evidence of the assault, do not bath, comb your hair, change clothes, or use medications.
- Preserve any bedding or objects the perpetrator may have left behind that may contain evidence of the assault.
- At the appropriate time seek medical attention, ensure you have no injuries (external or internal) and get information or treatment for STDs, HIV/AIDS and possible pregnancy.
- Consider having a rape kit done even if you have not decided whether or not to press charges against the perpetrator. This preserves evidence for later.
- Seek counseling support.
- Take time to consider all legal options and ask questions for clarification.

### Sexual Coercion

Using pressure, force, alcohol or other drugs to have sexual contact with someone against their will is considered sexual coercion.

You may be experiencing it, if:

- You feel pressured by your date to engage in sexual conduct. “If you love me you will have sex with me.”
- Gifts or social outings are used as leverage to make you feel like you owe your partner sex.
- There are times you don’t want to have sex but don’t feel like you can say no.
- You have had a sexual experience that frightened you or left you feeling angry or guilty.
- You were pressured into having sex without taking precautions because your partner didn’t want to.

If you have had experiences like these then you may be a victim of sexual coercion, a form of sexual violence, and it’s a violation of your rights.

---

# Your Rights and Supportive Measures

When you are a victim of sexual harassment or sexual violence and come forward to report what has happened, you are a “complainant”. This is simply a word used to describe the reporting party. As a complainant there are certain supportive measures available that are designed to help prevent the recurrence of sexual harassment or violence and to help address the effects of such acts. Those supportive measures include, but are not limited to:

- Certain assurances that you and the respondent will not be required to attend the same classes.
- Avoidance of contact directives.
- Providing an escort to ensure the student can move safely between school programs and activities.
- Assistance identifying additional resources including off-campus support and services.
- The availability of counseling services.
- Access to a sexual assault response team advocates.
- The availability of medical services.
- Academic support services like advising and tutoring.
- The option to re-take a course or withdraw from a course without penalty.
- The review of any adverse action the college may have taken against you that may be related to conduct that was the result of your attempts to avoid sexual harassment or violence.
- The option to file a criminal complaint with the assistance and support of the college.

## **You also have the right to:**

- You have the right to an impartial, reliable and appropriate investigation of your complaint including the interview of witnesses and other evidence you provide. You have the right to appeal the decision that is rendered as does the respondent.
  - You have the right to the timeline for the investigation, when the investigation will take place, when an appeal may be filed, when the outcome will be provided to the parties to the complaint.
  - You have a right to have the complaint decided on the preponderance of the evidence provided which is the standard which means it is more likely than not that sexual harassment has occurred.
  - You have the right to written notification of the outcome of the investigation of the complaint. You have the right to information about any sanctions imposed on the perpetrator if it directly relates to you.
  - The College cannot require you to abide by a non-disclosure agreement, written or otherwise, because the Clery Act requires that both the complainant and respondent be informed of the outcome and of any institutional sanctions or proceedings alleging a sex offense.
- 
-

# Your Rights and Supportive Measures

If you want to learn more about your rights or if you believe your College is violating Federal Law, you may contact the U. S. Department of Education, Office of Civil Rights, at [ocr@ed.gov](mailto:ocr@ed.gov) or (800) 421-3481. You can also fill out a complaint form online through the Department of Education [www2.ed.gov/about/offices/list/ocr/complaintintro.html](http://www2.ed.gov/about/offices/list/ocr/complaintintro.html).

## Confidentiality Concerns

If you are concerned about confidentiality, here's where we stand on the issue.

- The College will take all reasonable steps to investigate and respond to your concerns in a manner consistent with your requests for confidentiality. The College will also let you know if confidentiality can be maintained in your case.
- If a student makes a request for confidentiality and decides not to press charges in a sexual violence case, an anonymous report of the incident must still be made so that the College can comply with the Clery Act requirements (crime reporting requirements).
- Counselors, to whom you may be referred as a result of your complaint, can maintain the confidentiality you desire.
- In some cases, the greater good of the student population may outweigh the desire of the complaining student to maintain confidentiality.

**Proactive steps may be taken to protect students before the final determination of the investigation has been reached.**

**Students do not have to wait to obtain important protective support.**

You have the option to avoid contact with the alleged perpetrator immediately. The College will speak with you about this right away.

---

## Student Advocates – How will they help?

Victims of sexual harassment or sexual violence can expect support from College staff, faculty and student services to meet needs that arise as a result of such events. Here are some of the ways the College can assist you:

- Provide information about community and campus-based services to support you.
- Make referrals for counseling through programs offered at your campus.
- Accompany you to the hospital or to a meeting with law enforcement officials as needed.
- Assist you with filing a report.
- Provide support when you seek protective orders or other remedies such as class schedule changes.
- Provide companionship and a listening ear.
- Direct you to help for academic concerns.
- Support you as you prepare for judicial meetings and accompany you for moral support.
- Assure you that the assault was not your fault.
- Provide follow-up after the remedies are in place.

### Responding to Retaliation

Title IX protects all college students from retaliation if they report sexual harassment or violence. If after reporting an incident of sexual harassment or sexual violence the alleged perpetrator or his or her friends taunt you or harass you in any way report it immediately.

The Title IX Coordinator at the College and others are there as resources to take strong action if any retaliation or new incidents of harassment occur.

The College will be attentive to your needs as long as you are enrolled so you know you're not alone. The College is your link to both campus based and community based resources.

### Helping Someone Else

Perhaps you know someone else, a friend or classmate who has been the victim of sexual harassment or sexual violence. You may be the best person to help them, you can...

- Listen compassionately.
- Suggest they contact campus based or community based resources for help.
- Seek the advice and counsel of student advocates on campus as you try to help your friend.

Connecting your friend with trained professionals is an important step toward getting them the help they need.

# Intervening as a Bystander

Every campus has a body of students who by virtue of their inaction support sexual harassment and sexual violence. They may not intend to do so, but when they don't act the end result is that they allow sexual harassment and sexual violence to occur. It sends a message to perpetrators that their conduct is okay.

## Proactive Steps Bystanders Can Take

Here's what you can do to stop sexual harassment and sexual violence.

- Take a stand against violence and voice your opposition to it.
- Respect others and their rights.
- Speak up when others blame victims for sexual violence.
- Enlist the support of male friends in your stand against violence.
- Educate female friends about sexual harassment and sexual violence.
- Educate yourself about the resources available for victims.
- Be aware of and use campus resources.
- Participate in awareness events.
- Empower victims to tell their stories.

## Reactive Intervention Strategies

When you observe an incident of sexual harassment or sexual violence, here are some steps you can take to intervene.

- Get campus personnel involved immediately.
  - Invite a friend in a potentially dangerous situation to leave with you.
  - Ensure a friend has safe passage home from campus events.
  - When you encounter a victim ask if they are okay.
  - Be a friend, provide a listening ear.
  - Contact law enforcement when it is appropriate to do so.
  - Contact campus based or community-based counseling services for assistance.
- 
-

# Definitions

## **Title IX Sexual Harassment Definitions**

The following terms have the following definitions as used in this Title IX Sexual Harassment Grievance Process:

“Actual Knowledge”— Notice of Title IX Sexual Harassment or allegations of Title IX Sexual Harassment to Agape College of Business Science’s Title IX Coordinator or to any Official With Authority, as defined herein. Assumption of knowledge based solely on Agape College of Business Science’s status as an employer or other presumption under law does not constitute Actual Knowledge. This standard is not met when the only official of Agape College of Business Science with Actual Knowledge is the Title IX Respondent. “Notice” as used here includes, but is not limited to, a report or complaint of Title IX Sexual Harassment to the Title IX Coordinator or any Official With Authority in person, by mail, by telephone, or by email using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator or Agape College of Business Science employee receiving the person’s verbal or written report.

“Business Days”— Days on which Agape College of Business and Science campus is open.

“Consent”— Informed, freely, and actively given, mutually understandable words or actions that indicate a willingness to participate in a mutually agreed upon sexual activity. A person can withdraw consent at any time. There is no consent when there is force, threats, intimidation, or duress. A person’s lack of verbal or physical resistance or manner of dress do not constitute consent. Consent to past sexual activity with another person does not constitute consent to future sexual activity with that person. Consent to engage in sexual activity with one person does not constitute consent to engage in sexual activity with another person. A person cannot consent to sexual activity if the person is unable to understand the nature, fact, or extent of the activity or give knowing consent due to circumstances including without limitation the following:

1. the person is incapacitated due to the use or influence of alcohol or other drugs;
2. the person is asleep or unconscious;
3. the person is under the legal age to provide consent; or
4. the person has a disability that prevents such person from having the ability or capacity to give consent.

Definition of “Consent” in your state — Positive cooperation in an act or attitude pursuant to the exercise of free will. The person must act freely and voluntarily and have knowledge of the nature of the act or transaction involved. (California Penal Code § 163.315.)

Definition of “Affirmative Consent” in your state — Affirmative, conscious, and voluntary agreement to engage in sexual activity. It is the responsibility of each person involved in the sexual activity to ensure that the person has the affirmative consent of the other or others to engage in the sexual activity. Lack of protest or resistance does not mean consent, nor does silence mean consent. Affirmative consent must be ongoing throughout a sexual activity and can be revoked at any time. The existence of a dating relationship between the persons involved, or the fact of past sexual relations between them, should never by itself be assumed to

be an indicator of consent. (California Education Code Section 67386)

“Education Program or Activity”— Locations, events, or circumstances in the United States over which Agape College of Business and Science exercises substantial control over both the Title IX Respondent and the context in which Title IX Sexual Harassment occurs, and also includes any building owned or controlled by a student organization that is officially recognized by Agape College of Business and Science. Depending on the facts, this phrase may extend to off-campus Title IX Sexual Harassment incidents.

“Officials With Authority”— Includes any official designated by Agape College of Business Science to have authority to institute corrective measures on behalf of the institution, specifically: Campus President, Director of Education, Director of Financial Aid, Director of Admissions, Director of Career Services, and Director of Student Services.

“Title IX Appellate Decisionmaker”— One or more individuals designated to conduct an appeal required by Title IX and this Title IX Sexual Harassment Grievance Process. The Title IX Decisionmaker cannot be the Title IX Coordinator or the Title IX Investigator or Decisionmaker assigned to the same Formal Complaint, must be free from conflicts of interest or bias against complainants and respondents generally and against an individual Title IX Complainant or Respondent, and must be trained to properly implement this Title IX Sexual Harassment Grievance Process and to serve impartially.

“Title IX Complainant” or “Complainant” — An individual who is alleged to be the victim of conduct that could constitute Title IX Sexual Harassment.

“Title IX Formal Complaint”— A document filed by a Title IX Complainant or signed by the Title IX Coordinator alleging Title IX Sexual Harassment against a Title IX Respondent and requesting that Agape College of Business Science investigate the allegation. At the time of filing a Formal Title IX Complaint, a Title IX Complainant must be participating in or attempting to participate in Agape College of Business Science’s Education Program or Activity within which the Formal Title IX Complaint is filed. A Formal Title IX Complaint may be filed with the Title IX Coordinator in person, by mail, or by email, by using the contact information required to be listed for the Title IX Coordinator in Agape College of Business Science’s Nondiscrimination Policy and included in this Student Handbook. As used here, the phrase “document filed by a Title IX Complainant” means a document or electronic submission (such as by email or paper or electronic form provided for this purpose by Agape College of Business Science) that contains the Title IX Complainant’s physical or digital signature, or otherwise indicates that the Title IX Complainant is the person filing the Formal Title IX Complaint. Where the Title IX Coordinator signs a Formal Title IX Complaint, the Title IX Coordinator is not a complainant or otherwise a party under this Title IX Sexual Harassment Grievance Process.

“Title IX Investigator”— An individual designated to investigate a Formal Title IX Complaint according to this Title IX Sexual Harassment Grievance Process. The Title IX Investigator cannot be the Title IX Decisionmaker or the Title IX Appellate Decisionmaker assigned to the same Formal Complaint, must be free from conflicts of interest or bias against complainants and respondents generally and against an individual Title IX Complainant or Respondent, and must be trained to properly implement this Title IX Sexual Harassment Grievance Process and to serve impartially.

“Title IX Respondent” or “Respondent” — An individual who has been reported to be the perpetrator of conduct that could constitute Title IX Sexual Harassment.

“Title IX Sexual Harassment”— Conduct on the basis of sex that satisfies one or more of the following:

- An Agape College of Business Science employee conditions the provision of an aid, benefit, or service on an individual’s participation in unwelcome sexual conduct; or
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to Agape College of Business Science’s education program or activity; or
- Sexual assault as defined in 20 U.S.C. §1092(f)(6)(A)(v), dating violence as defined in 34 U.S.C. §12291(a)(10), domestic violence as defined in 34 U.S.C. §12291(a)(8), or stalking as defined in 34 U.S.C. §12291(a)(30).
  - o Sexual assault means an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system (UCR Program) of the Federal Bureau of Investigation (FBI). 20 U.S.C. §1092(f)(6)(A)(v). For more information regarding the FBI UCR Program, see [www.fbi.gov/services/cjis/ucr/](http://www.fbi.gov/services/cjis/ucr/).
  - o Dating violence means violence committed by a person: (1) who is or has been in a social relationship of a romantic or intimate nature with the victim, and (2) where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship. 34 U.S.C. §12291(a)(10).
  - o Domestic violence includes any felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction, or by any other person against an adult or youth victim who is protected from that person’s acts under the domestic or family violence laws of the jurisdiction. 34 C.F.R. §12291(a)(8).
  - o Stalking means engaging in a course of conduct directed at a specific person that would cause a reasonable person to: (1) fear for his or her safety or the safety of others, or (2) suffer substantial emotional distress. 34 C.F.R.

§12291(a)(30).

“Title IX Supportive Measures”— Non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to a Title IX Complainant or Respondent before or after the filing of a Formal Title IX Complaint or where no Formal Title IX Complaint has been filed. Such measures are designed to restore or preserve equal access to Agape College of Business Science’s Education Program or Activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or Agape College of Business Science’s educational environment and deter sexual harassment.

Title IX Supportive Measures may include but are not limited to counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures.

“Title IX Team”— The group of individuals responsible for addressing reports and complaints of Title IX Sexual Harassment, including the Title IX Coordinator or designee, Title IX Investigators, Title IX Decisionmakers, Title IX Appellate Decisionmakers, and Title IX Informal Resolution Facilitators.

“Title IX Decisionmaker” or “Decisionmaker” — An individual designated by the Title IX Coordinator or designee to reach a determination regarding responsibility in a Formal Title IX

Complaint by applying the preponderance of the evidence standard of proof. The Title IX Decisionmaker cannot be the Title IX Coordinator or the Title IX Investigator or Appellate Decisionmaker assigned to the same Formal Complaint, must be free from conflicts of interest or bias against complainants and respondents generally and against an individual Title IX Complainant or Respondent, and must be trained to properly implement this Title IX Sexual Harassment Grievance Process and to serve impartially.

“Sexual Misconduct” — For the purposes of this document, Sexual Misconduct means sexual harassment and sexual assault as those terms are defined in the Title IX brochure on Sexual Harassment and Sexual Violence. The grounds for discipline for such conduct are Physical Abuse, Sexual, Racial, Dating Violence, Domestic Violence, or Other Forms of Harassment, Stalking and/or Expectation of Privacy.

“Sexual Misconduct Complaint” — For the purposes of this document, a formal written complaint made to the Title IX Coordinator or designee, or a

complaint made to any CampusSecurity personnel alleging that the Complainant was subjected to acts, committed by the student who is the subject of the complaint, which acts violated the provisions of the College policy concerning sexual harassment, sexual violence, dating violence, domestic violence and/or stalking.

## I. THE POLICY

In accordance with Title IX of the Education Amendments Act of 1972, the Agape College of Business and Science (ACBS) procedure on sex discrimination, including sexual harassment, against any individual participating in any education program or activity of the ACBS. This procedure on discrimination applies to students, employees, and applicants for employment. The Board has adopted procedures for any individual to report sex discrimination sexual harassment, and for the investigation and resolution of such complaints. Any individual with questions about the ACBS Title IX policy and procedures, or who would like to make a report or file a formal complaint of sex discrimination or sexual harassment may contact the ACBS designated Title IX Coordinator/CEO Dr. Linda Scott, at 1313 P. Street, Fresno, Ca., 93721 (559) 486-1166 or [lscott@agapeschools.org](mailto:lscott@agapeschools.org) or Title IX Coordinator/Director of Human Resources Femka Washington, at 1313 P. Street Fresno, Ca., 93721 (559) 486-1166 or e-mail at [fwashington@agapeschools.org](mailto:fwashington@agapeschools.org).

The ACBS will utilize this Policy and Procedure to respond to all claims of sex discrimination sexual harassment as defined in Section II of this policy. If the ACBS determines that a report or complaint does not allege conduct within the scope of Title IX, it may still proceed to investigate or respond to that report or complaint under any other applicable ACBS policy or procedure.

## II. DEFINITIONS

A. **Sexual harassment** means unwelcome behavior or conduct (physical, verbal, written, electronic) that is directed at someone because of that person's sex or gender, and that meets any of the following definitions:

1. **“Quid Pro Quo” Harassment.** ACBS employee explicitly or implicitly conditions the provision of an aid, benefit, or service of the ACBS on an individual’s participation in unwelcome sexual conduct, **OR**
2. **Hostile Educational/Work Environment.** Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the ACBS education program or activity, **OR**
3. **Sexual assault.** An offense that meets the definition any one of the following offenses:
  - o Rape: the penetration, no matter how slight, of the vagina or anus, with any body part or object, or oral penetration by a sex organ of another person without consent of the victim.
  - o Fondling: the touching of the private body parts of another person for the purpose of sexual gratification without consent of the victim.

- Incest: sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law; or
  - Statutory rape: sexual intercourse with a person who is under the statutory age of consent;
- OR**

4. **Stalking:**

- Purposefully engaging in a course of conduct directed at a specific person ("target") that would cause a reasonable person to fear bodily injury to, or the death of, the target or a member of the target's immediate family;
- when the person ("stalker") knows or should know that the target will be placed in reasonable fear of bodily injury to, or the death of, the target or a member of the target's immediate family by the course of conduct; and
- the stalker's course of conduct induces fear in the target of bodily injury to, or the death of, the target or a member of the target's immediate family; **OR**

5. **Dating Violence:** violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship shall be determined based on a consideration of:

- The length of the relationship.
- The type of relationship.
- The frequency of interaction between the persons involved in the relationship;

**OR**

6. **Domestic Violence:** any felony or misdemeanor crime of violence committed:

- By a current or former spouse or intimate partner of the victim;
- By a person with whom the victim shares a child in common;
- By a person who is cohabiting with, or has cohabited with, the victim as a spouse or intimate partner;
- By a person similarly situated to a spouse of the victim under the domestic or family violence laws of the State of Iowa; or
- By any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the State of Iowa.

**B. Consent** means knowing and voluntary agreement to engage in conduct or an activity with another individual. Silence or an absence of resistance does not imply consent. Past consent to engage in conduct or an activity does not imply future consent; consent can be revoked at any time. An individual who is incapacitated (e.g., when a person is asleep, unconsciousness, under the influence of drugs or alcohol, or disability) cannot give consent. Coercion, force, or the threat of either invalidates consent. Under no circumstances can a student give consent to engage in any sexual conduct or activity with an employee of the ACBS.

**C. Complainant** means any person who alleges that they have been subjected to sexual harassment as defined by this Policy. At the time of filing a formal complaint, a

complainant must be participating in or attempting to participate in the ACBS education program or activity.

- D. **Respondent** means any person who has been reported to be the perpetrator of conduct that could constitute sexual harassment under this Policy, and over whom the ACBS is able to exercise substantial control.

### III. POLICY SCOPE

This Policy applies to all persons participating in the ACBS education program or activity, including students and employees and applicants for employment. Under Title IX, the ACBS has jurisdiction over locations, events or circumstances over which it substantially controls the Respondent and the context in which the harassment occurs. The ACBS jurisdiction is limited to conduct against a person that occurs in the United States.

Any person may make a report of sexual harassment to the ACBS Title IX Coordinator.

### IV. CONFIDENTIALITY

ACBS is committed to creating an environment that encourages individuals to come forward if they have experienced or witnessed sexual harassment. However, the ACBS cannot promise absolute confidentiality to any party. ACBS employees cannot promise confidentiality to any student who reports possible sexual harassment to them.

The ACBS will keep confidential the identity of any individual who has made a report or complaint of sex discrimination or sexual harassment, or has been identified as the perpetrator correspondent to any such report or complaint, or is a witness to any complaint or investigation, **except** as required to carry out the purposes of this Policy (including the conduct of any complaint resolution process), applicable law, or as permitted by the Family Educational Rights and Privacy Act (“FERPA”), 20 U.S.C. § 1232g.

### V. REPORTING SEXUAL MISCONDUCT, INCLUDING SEXUAL ASSAULT AND SEXUAL HARASSMENT

#### A. Employee Reporting Obligations

Any ACBS employee who witnesses or becomes aware of sexual harassment have an affirmative obligation to report immediately to the ACBS Title IX Coordinator and to their building principal or immediate supervisor, using the written form located within the Employee personnel manual. Failure to do so may result in disciplinary action against the employee, up to and including termination of employment.

#### B. Reporting to Law Enforcement

Because sexual misconduct may constitute both a violation of ACBS policy and criminal activity, individuals who have been subject to criminal sexual misconduct may wish to report

their concerns to law enforcement. An individual may proceed under this Policy whether or not they elect to report to law enforcement.

### **C. Reporting to the ACBS**

Any individual who wishes to make a report or file a formal complaint of sexual harassment may contact the ACBS Title IX designated Title IX Coordinator/CEO Dr. Linda Scott, at 1313 P. Street, Fresno, Ca., 93721 (559) 486-1166 or [lscott@agapeschools.org](mailto:lscott@agapeschools.org) or Title IX Coordinator/Director of Human Resources Femka Washington, at 1313 P. Street Fresno, Ca., 93721 (559) 486-1166 or e-mail at [fwashington@agapeschools.org](mailto:fwashington@agapeschools.org).

Any individual who is subject to, witnesses, or becomes aware of alleged sexual harassment may also submit an anonymous report to the Human Resources Department and the Executive Office at 1313 P. Street Fresno, Ca., 93721.

**Allegations that an employee of the ACBS has engaged in sexual harassment toward a student must be immediately reported or referred to the ACBS Title IX designated Title IX Coordinator.** The **Title IX Coordinator** shall be responsible for complying with all educational code for reporting and all laws reporting requirements including with respect to reporting the alleged conduct to law enforcement or other appropriate state agencies. **Title IX Coordinator** shall work to determine how to preserve or restore the student's access to the ACBS education program and activities.

### **D. Retaliation Prohibited**

Retaliation against a person who makes a report or complaint of sexual harassment, or who assists, or participates in any manner in an investigation or resolution of a sexual harassment report or complaint is strictly prohibited. Retaliation includes threats, coercion, discrimination, intimidation, reprisals, and/or adverse actions related to employment or education. Any individual who believed they have been retaliated against in violation of this Policy should immediately contact the ACBS Title IX Coordinator.

### **Whistleblower Policy**

Agape requires its directors, officers, employees, and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities within the School. As representatives of the School, such individuals must practice honesty and integrity in fulfilling all responsibilities and must comply with all applicable laws and regulations. The purpose of this policy is to create an ethical and open work environment, to ensure that the School has a governance and accountability structure that supports its mission, and to encourage and enable directors, officers, employees, and volunteers of the School to raise serious concerns about the occurrence of illegal or unethical actions within the School before turning to outside parties for resolution.

All directors, officers, employees, and volunteers of the School have a responsibility to report any action or suspected action taken within the School that is illegal, unethical or violates any adopted

policy of the School, or local rule or regulation. Anyone reporting a violation must act in good faith, without malice to the School or any individual at the School and have reasonable grounds for believing that the information shared in the report indicates that a violation has occurred. A person who makes a report does not have to prove that a violation has occurred. However, any report which the reporter has made maliciously or any report which the reporter has good reason to believe is false will be viewed as a serious disciplinary offense. No one who in good faith reports a violation, or who, in good faith, cooperates in the investigation of a violation shall suffer harassment, retaliation, or adverse employment action. Further, no one who in good faith discloses, who may disclose, or who the School believes disclosed or may disclose, information regarding alleged violations to a person with authority over the employee or another employee who had responsibility for investigating, discovering or correcting the purported violation shall suffer harassment, retaliation, or adverse employment action.

## **E. Time Frames for Reporting and Response**

The ACBS strongly encourages prompt reporting of complaints and information. While there is no time limit in invoking this Policy in responding to complaints of alleged sexual harassment, complaint should be submitted as soon as possible after the event takes place in order to maximize the ACBS ability to respond promptly and equitably.

The ACBS may not be able to fully investigate a formal complaint against an individual who is no longer affiliated with the ACBS. Under those circumstances, the ACBS will still consider whether it can offer supportive measures to the Complainant or proceed under another applicable law, policy, procedure, handbook provision, or rule.

In all cases, the ACBS will conduct a prompt and equitable investigation of allegations of sexual misconduct. Generally, the ACBS will attempt to complete the investigation and make a determination regarding responsibility within (30) calendar days of receipt of a formal complaint. However, the ACBS may alter or extend this time with notice to both parties. The time it takes to complete the resolution of a sexual harassment complaint may vary based on the complexity of the investigation and the severity and extent of the alleged conduct, as well as on whether there is a parallel criminal investigation, or if school breaks occur during the process.

## **VI. PROCESS FOR RESPONDING TO REPORTS OF SEXUAL HARASSMENT**

### **A. Initial Meeting with the Complainant**

Upon receipt of any report of sexual harassment occurring in the ACBS educational program or activity, the Title IX Coordinator or designee will schedule a meeting with the Complainant in order to provide the Complainant a general understanding of this Policy and to identify forms of supportive measures available to the Complainant with or without the filing of a formal complaint, and to explain the process for filing a formal complaint. The intake meeting may also involve a discussion of any specific supportive measures that may be appropriate.

At the initial intake meeting with the Complainant, the Title IX Coordinator or designee will seek to determine how the Complainant wishes to proceed. The Complainant may opt for: (1) informal resolution; (2) formal resolution; or (3) not proceeding. Supportive measures may still be offered whether or not the Complainant chooses any of these options.

If the Complainant wishes to proceed with either informal or formal resolution, a written document must be filed by the Complainant or signed by the Title IX coordinator alleging harassment against a respondent (the "formal complaint"). Where the Title IX Coordinator signs a formal complaint, the Title IX Coordinator is not the complainant or otherwise a party to a complaint proceeding under this Policy.

### **B. Formal Resolution**

Upon submission of a formal complaint, Complainant may elect to pursue a formal resolution, which is described more specifically in this section.

## 1. Consolidation of Complaints

The ACBS may consolidate formal complaints of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, where the allegations arise out of the same facts or circumstances.

## 2. Required Notices

**Notice of Investigation.** If a Complainant elects to pursue a formal complaint, the Title IX Coordinator or designee will provide a written Notice of Investigation simultaneously to both parties notifying the parties of:

- the identities of the parties involved in the incident;
- the conduct alleged;
- the date and location of the incident;
- Respondent's entitlement to a presumption of innocence;
- The parties' rights to have an advisor of their choice at the party's expense, who may be an attorney;
- The parties' rights to review and comment on investigative evidence; and
- The effect of making materially false statements in bad faith during this process.

If, during the course of investigation, the ACBS determines that additional allegations will be investigated as part of the pending complaint, the Title IX Coordinator or designee will provide written notice of the additional allegations to any identified Complainant(s) or Respondent(s).

**Notice of Interviews, Hearings, or Other Meetings.** The Title IX Coordinator shall provide to Complainant and Respondent a written notice of the date, time, location, participants, and purpose of any interview, hearing, or meeting with sufficient time for the party to prepare.

## 3. Dismissal

The ACBS shall dismiss any formal complaint made under this Policy if at any time it determines that it lacks jurisdiction under Title IX because the conduct alleged in the formal complaint:

- Would not constitute sexual harassment as defined in Section II of this policy, even if proved,
- Did not occur in the ACBS education program or activity; or
- Did not occur against a person in the United States.

The ACBS, in its sole discretion, may dismiss any formal complaint under this Policy if at any time:

- The Complainant notifies the Title IX Coordinator in writing that the Complainant would like to withdraw the formal complaint or any allegations;
- The Respondent is no longer enrolled in or employed by the ACBS; or
- Specific circumstances exist that prevent the ACBS from gathering evidence sufficient to reach a determination as to the formal complaint or allegations. Examples include, but are not limited to, a significant passage of time from the date of the allegation(s) in the complaint to the date the complaint is filed that makes investigation impracticable, or where the Complainant has stopped participating in the process.

Dismissal of a complaint from proceeding under this Policy does not preclude the ACBS from offering supportive measures to any party or from proceeding under any other applicable policy, procedure, rule, or handbook provision applicable to students and/or employees of the ACBS.

Upon dismissal of any formal complaint under this section, written notice of this dismissal and the reason(s) therefor will be provided simultaneously to Complainant and Respondent.

#### **4. Investigation**

The Title IX Coordinator shall designate an Investigator or other personnel to conduct an investigation into any formal complaint. The Investigator must be appropriately trained in conducting Title IX investigations, unbiased, and have no conflict of interest in the present case. The Investigator serves as a neutral factfinder, and shall interview both parties, relevant witnesses, and gather and review evidence relevant to the outcome of the complaint.

The burden of proof and the burden of gathering sufficient evidence to reach a determination of responsibility rests with the ACBS and not with the parties. Both parties will have an equal opportunity to present witnesses and other evidence (both inculpatory and exculpatory) to the Investigator. Neither party will be restricted in their ability to discuss the allegations or to gather and present relevant evidence; provided, however, that such communications shall not constitute harassment or retaliation against any party otherwise violate applicable law, rule, or regulation.

The Investigator will evaluate all relevant evidence, both inculpatory and exculpatory, and will not make credibility determinations based solely on a person's status as complainant, respondent, or witness.

The Investigator will only access, consider, disclose, or otherwise use a party's treatment records made or maintained by a health care provider, or other records protected under a legally recognized privilege, with that party's voluntary, written consent.

Prior to completion of the Investigative Report, the Investigator will provide each party with copies of any evidence obtained by the Investigator that is directly related to the allegations in the complaint. Both parties will have ten (10) calendar days to submit a written response to the evidence to the Investigator. By accepting receipt of this information, the parties and their representatives, if any, agree that the use or dissemination of evidence for any purpose other than

those directly related to the parties' participation in the Title IX grievance process is prohibited and may result in appropriate discipline in accordance with ACBS policy.

## **5. Investigative Report**

After conducting the investigation, the Investigator will complete an investigative report that summarizes all relevant evidence, including statements and interviews with the parties and any witnesses, and any documents, records, photographs, recordings, or other evidence obtained by the investigator.

The investigative report will be distributed simultaneously to both of the parties at least ten (10) calendar days prior to a Determination of Responsibility being made.

## **6. Determination of Responsibility**

The Decision-Maker is responsible for determining whether the conduct alleged in the complaint constitutes a violation of this Policy and any other applicable ACBS policies, procedures, handbook provisions, or rules. The Decision-Maker shall be the Board's legal representation other than the Board President. The Decision-Maker shall not be the Title IX Coordinator or Investigator, and must be impartial and unbiased, have no conflict of interest in the particular case, and have training required by Title IX and this policy.

After receipt of the investigative report and prior to reaching a decision, each party shall be permitted submit to the Decision-Maker relevant questions to be asked of the other party and/or any witnesses, including those challenging the credibility of the party or witness. The Decision-Maker shall review the questions with the party or witness to whom the questions are directed, but shall not ask any questions that are irrelevant or improperly inquire about the Complainant's sexual predisposition or past sexual conduct (other than where the incidents occurred between the Complainant and Respondent and are asked for purposes of demonstrating consent, where applicable). The Decision-Maker will provide a written explanation to the party of why any question was excluded. The Decision-Maker shall provide the responses of the party or witness in writing to both parties. The parties shall be provided with an opportunity for limited additional follow-up questioning.

If any party or witness does not cooperate with responding to these questions, the Decision-Maker will not rely on any statement of that party or witness in reaching a determination of responsibility. The Decision-maker cannot draw an inference about responsibility based solely on a party's or witness's refusal to answer questions.

## **7. Standard of Proof and Determination**

The determination of whether or not a violation of this Policy occurred will be made on the preponderance of the evidence, or whether it is more likely than not that the Respondent violated this Policy.

## **8. Sanction**

Sanctions and remedies will be determined on a case-by-case basis by the Board of Directors, where authorized to do so. Where applicable federal or state law, Board policy, contract, handbook provision, or other rule gives authority for issuing of a particular sanction to a different ACBS decision-making body (e.g., school board, IEP team) the Board of Directors representative Attorney will recommend sanctions to that decision-making body or official, or the Board for further action.

Sanctions may include, but are not limited to required training, a written warning, suspension or expulsion of a student, or suspension or termination of an employee's employment with the ACBS. The Decision-Maker may impose or recommend any sanction that it finds to be fair and proportionate to the violation and in accordance with Board Policy.

Remedies may include, but are not limited to, offers of counseling, training, changes or modifications to class or work schedules or assignments, provision of additional supervision, and other actions as deemed appropriate under the circumstances present in the case. The Title IX Coordinator shall be responsible for implementing any proposed remedies.

## **9. Written Determination Regarding Responsibility**

The Decision-Maker will issue a written determination regarding responsibility, which shall be determined by a preponderance of the evidence. The written determination will include:

- Identification of the allegations.
- A description of the procedural steps taken from the receipt of the formal complaint through the determination, including notifications to the parties, interviews, site visits, methods used to gather other evidence, and hearings held (if applicable);
- Findings of fact.
- Conclusions regarding the application of this Policy and any other relevant ACBS policy, procedure, handbook provision, or rule to the facts.
- A statement of and rationale for the Decision-Maker(s) determination regarding responsibility for each allegation.
- A statement of and rationale for any disciplinary sanctions that will be imposed on Respondent, if applicable.
- A statement of and rationale for any remedies the ACBS will provide to restore or preserve Complainant's access to the ACBS educational program or activity, if applicable; and
- A statement of the ACBS appeal policy and procedures.

The Decision-Maker will provide the written determination to the parties simultaneously. The written determination shall be final, subject to the parties' right to appeal in Section 10, below.

## **10. Appeals**

Within five (5) calendar days of delivery of the written determination to them, either party may appeal the dismissal of a formal complaint, or the Decision-Maker's written determination and/or any sanction imposed by the Board of Directors to the CEO or her/his designee. Such appeals will be in writing and will be delivered to the CEO or her/his designee. The CEO or her/his designee will determine if the written determination will be stayed pending the outcome of the appellate decision. Appeals will be limited to any of the following bases:

- A procedural irregularity that affected the outcome of the matter.
- New evidence that was not reasonably available at the time the written determination was issued that could affect the outcome of the matter; or
- The Title IX Coordinator, Investigator(s), or Decision-Maker(s) had a conflict of interest or bias that affected the outcome of the matter.

The CEO or her/his designee will notify both parties in writing if an appeal is received alleging one of the bases for appeal above. Both parties will be given an opportunity to submit a written statement in support of, or challenging, the written determination. The parties' written statements must be submitted within five (5) calendar days of notice of the appeal.

Except as required to explain the basis of new information, an appeal will be limited to a review of the written record of the investigation, the written determination, and the parties' written statements on appeal.

The CEO or her/his designee may affirm, reverse, or modify the written determination and/or sanctions imposed, or may remand to the Investigator or Decision-Maker for further action. A written appeal decision will be issued simultaneously to the parties describing the result of the appeal and the rationale therefor. The written appeal decision of the CEO or her/his designee is the final decision of the ACBS, and no further appeals are permitted under this Policy.

### **C. Complainant Does Not Wish to Pursue Resolution or Requests Confidentiality**

If the Complainant does not wish to pursue formal or informal resolution and/or requests that his or her report remain confidential, the Title IX Coordinator or designee will inform the Complainant that the ACBS ability to respond to the alleged sexual harassment may be limited. The Title IX Coordinator or designee may weigh the Complainant's request against the following factors:

- The seriousness of the alleged sexual misconduct,
- Whether there have been other complainants of sexual misconduct against the same Respondent, and
- The Respondent's right to receive information about the allegations, including the name of the complainant.

The Title IX Coordinator will only initiate a formal complaint under these procedures against the wishes of the Complainant where required by federal or state law, regulation, or rule, or where doing so is not clearly unreasonable based on known circumstances, based on the potential impact to the ACBS community if the allegations were true.

#### **D. Complainant Does Not Wish to Pursue Resolution or Requests Confidentiality**

If the Complainant does not wish to pursue formal or informal resolution and/or requests that his or her report remain confidential, the Title IX Coordinator or designee will inform the Complainant that the ACBS ability to respond to the alleged sexual harassment may be limited. The Title IX Coordinator or designee may weigh the Complainant's request against the following factors:

- The seriousness of the alleged sexual misconduct,
- Whether there have been other complainants of sexual misconduct against the same Respondent, and
- The Respondent's right to receive information about the allegations, including the name of the complainant.

The Title IX Coordinator will only initiate a formal complaint under these procedures against the wishes of the Complainant where required by federal or state law, regulation, or rule, or where doing so is not clearly unreasonable based on known circumstances, based on the potential impact to the ACBS community if the allegations were true.

The Title IX Coordinator or designee will inform the Complainant if the ACBS cannot ensure confidentiality. Even if the ACBS cannot take disciplinary action against the Respondent because the Complainant insists on confidentiality or that the complaint not be resolved, the ACBS reserves the authority to implement supportive measures or other appropriate actions to promote a safe learning environment for the complainant and/or the entire ACBS community.

## **E. Advisors**

Complainants and Respondents have equivalent rights to be accompanied at any stage of the process by an advisor of their choice, who may be a parent or guardian, union representative (where applicable), other support person, or an attorney at the party's sole expense. Advisors may not answer questions on behalf of any party or otherwise participate in any interview or meeting, other than to confer with the party they are supporting/representing.

## **F. Supportive Measures**

The ACBS may implement supportive measures to preserve or restore the Complainant's access to the ACBS education program or activity. Supportive measures will be individualized, provided at no cost to the parties, and are non-disciplinary in nature.

Supportive measures may include, but are not limited to:

- Counseling,
- Extension of deadlines or other course-related adjustments,
- Modifications of work or class schedules,
- Mutual restrictions on contact between the parties,
- Leaves of absence,
- Increased security and monitoring,
- Increased supervision and/or escort services, and/or
- Other similar measures.

The ACBS may temporarily remove a student accused of violation this policy on an emergency basis, following an individualized safety and risk analysis that finds an immediate threat to the physical safety of any individual. Any student so removed will be provided with notice and an opportunity to challenge this action immediately following the removal, and any other rights conferred by law. Emergency removals must be consistent with other applicable laws. The ACBS, in its sole discretion, may place an employee accused of violating this policy on administrative leave pending the outcome of the informal or formal complaint process.

## **VII. RESOURCES AND SERVICES FOR STUDENTS AND EMPLOYEES**

The resources available to individuals regardless of whether or not they choose to report a violation of this Policy to the ACBS or local law enforcement. Any person may obtain information about services and supports offered to students and employees by contacting the ACBS Title IX Coordinator.

## **A. Advisors**

Complainants and Respondents have equivalent rights to be accompanied at any stage of the process by an advisor of their choice, who may be a parent or guardian, union representative (where applicable), other support person, or an attorney at the party's sole expense. Advisors may not answer questions on behalf of any party or otherwise participate in any interview or meeting, other than to confer with the party they are supporting/representing.

## **B. Supportive Measures**

The ACBS may implement supportive measures to preserve or restore the Complainant's access to the ACBS education program or activity. Supportive measures will be individualized, provided at no cost to the parties, and are non-disciplinary in nature.

Supportive measures may include, but are not limited to:

- Counseling,
- Extension of deadlines or other course-related adjustments,
- Modifications of work or class schedules,
- Mutual restrictions on contact between the parties,
- Leaves of absence,
- Increased security and monitoring,
- Increased supervision and/or escort services, and/or
- Other similar measures.

The ACBS may temporarily remove a student accused of violation this policy on an emergency basis, following an individualized safety and risk analysis that finds an immediate threat to the physical safety of any individual. Any student so removed will be provided with notice and an opportunity to challenge this action immediately following the removal, and any other rights conferred by law. Emergency removals must be consistent with other applicable laws. The ACBS, in its sole discretion, may place an employee accused of violating this policy on administrative leave pending the outcome of the informal or formal complaint process.

## VIII. RESOURCES AND SERVICES FOR STUDENTS AND EMPLOYEES

There resources available to individuals regardless of whether or not they choose to report a violation of this Policy to the ACBS or local law enforcement. Any person may obtain information about services and supports offered to students and employees by contacting the ACBS Title IX Coordinator.

A Complainant may choose to file a complaint with the state and federal agencies listed below.

California

**Office for Civil Rights,**  
*San Francisco Office*

**U.S. Department of Education**

50 United Nations Plaza San

Francisco, CA 94102

Telephone: (415) 486-5555

Facsimile: (415) 486-5570

[email:](mailto:OCR.SanFrancisco@ed.gov)

[OCR.SanFrancisco@ed.gov](mailto:OCR.SanFrancisco@ed.gov)

**Equal Employment**

**Opportunity Commission**  
**(EEOC)**

2500 Tulare St, Fresno, CA  
93721

Phone: (800) 669-4000

TTY: Deaf/Hard of Hearing

callers: 1-800-669-6820 Web:

[info@eeoc.gov](mailto:info@eeoc.gov)

**Fresno Civil Rights Commission**

**(FCRC)** PO Box 1912, Fresno, CA  
93718-9888

Attention: 5KBB

Toll free: (800) 457-4416

Phone: Civil Rights (559) 600-  
2996

Appeals Help Line (559) 600-

6212 Web:

<https://www.co.fresno.ca.us>

## **IX. PREVENTION, TRAINING, AND POLICY COMMUNICATION**

The ACBS is committed to education, communication, and training of students and employees in order to prevent sexual harassment and to assure an appropriate response when incidents occur. The ACBS will provide information to students and employees staff on:

- The definitions of sexual harassment.
- ACBS procedures for responding to incidents of sexual harassment; and
- Employee obligation to report any sexual harassment of which the employee becomes aware.

The ACBS will also ensure that individuals who serve as Title IX Coordinators, Title IX Investigators, Decision-Makers, Appeal Decision-Makers, and facilitators of the informal resolution process have adequate training as required by Title IX.

## **X. RECORDKEEPING**

The ACBS will maintain the following records for seven years:

- Each sexual harassment investigation, including determinations, audio or video recordings, disciplinary sanctions, and any remedies provided to the Complainant.
- Any appeal and the result therefrom.
- Any informal resolution; and
- Materials used by the ACBS to train Title IX Coordinators, investigators, decision-makers, and those who facilitate informal resolution under this Policy.

Additionally, ACBS will create and maintain for seven years:

- Any actions, including supportive measures, taken in response to a report or formal complaint of sexual harassment.
- Documentation of the basis for the ACBS conclusion that its response to any such report or complaint was not deliberately indifferent.
- Documentation that the ACBS has taken measures designed to restore or preserve access to the ACBS educational program or activity.
- Where no supportive measures are provided to Complainant, documentation of why it was not clearly unreasonable to do so.

## **NOTICE OF NON-DISCRIMINATION STATEMENT:**

Agape' prohibits discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person's actual or perceived ancestry, color, disability, ethnicity, gender, gender expression, gender identity, immigration status, marital status, national origin, parental status, pregnancy status, race, sex, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. For questions or complaints, contact:

Equity Compliance Officer: Dr. Linda Scott, CEO, 1313 P. Street Fresno, Ca., 93721, (559) 486- 1166, [lscott@agapeschools.org](mailto:lscott@agapeschools.org). Title IX Coordinator: Dr. Linda Scott, CEO, 1313 P. Street Fresno, Ca., 93721, (559) 486-1166, [lscott@agapeschools.org](mailto:lscott@agapeschools.org). Title IX Coordinator: Femka Washington, Director of Human Resources 1313 P. Street Fresno, Ca., 93721, (559) 486-1166 [fwashington@agapeschools.org](mailto:fwashington@agapeschools.org).

## **EQUAL EMPLOYMENT OPPORTUNITY STATEMENT:**

Agape' is an equal opportunity employer, in accordance with anti-discrimination law. Agape' prohibits discrimination and harassment of any type and affords equal employment opportunities to employees and applicants without regard to race, color, religion, sex, sexual orientation, gender identity or expression, pregnancy, age, national origin, disability status, genetic information, protected veteran status, or any other characteristic protected by law. Agape' conforms to the spirit as well as to the letter of all applicable laws and regulations. Agape

# Resources



Agape College of Business Science

For additional information or a printed copy of the following resources, see your campus Student Services representative. The following list will provide contact information for services available within the community.

Find your local 2-1-1 <http://www.211.org/>



**CALL 211**  
Speak with a live, highly trained service professional  
in your area. All calls are confidential.

ACCESSIBLE 24/7/365 • 180 LANGUAGES • COMPLETELY CONFIDENTIAL

#### How 2-1-1 Can Help

Crisis Food Health  
Housing + Utilities Human Trafficking Jobs +  
Employment Reentry  
Veterans

#### COMMUNITY RESOURCES

##### Fresno / Clovis, CA

---

#### Generational Changes Inc

2409 Merced Street, #106  
Fresno, CA 93721  
(559) 981-2795

#### Marjaree Mason Center

1600 'M' Street  
Fresno, CA, 93721  
(559) 237-4706  
24 Hour Crisis Line (559) 233-HELP (4357) <https://mmcenter.org/>

#### Rape Counseling Services

259 N. Blackstone Ave.  
Fresno, CA 93701  
(559) 497-2900  
24 Hour Crisis Line (559) 222-7273 <http://rcsfresno.org/>

Fresno County Department of Public Health  
1221 Fulton Street  
Fresno, CA 93721  
(559) 600-3200

**Comprehensive Addiction Programs, Inc.**  
2445 West Whitesbridge Road  
Fresno, CA 93706  
(559)264-5096

**Nuestra CASA Recovery Home**  
1414 West Kearney Boulevard  
Fresno, CA 93706  
(559)485-0501

**Turtle Lodge, Sierra Tribal Consortium, Inc.**  
610 W McKinley Avenue  
Fresno, CA 93728  
(559)445-2691

**Eleventh Hour Rehabilitation Programs**  
334 Shaw Avenue, Suite 100  
Clovis, CA 93612  
(559)322-1819

**WestCare California**  
2772 South Martin Luther King Boulevard  
Fresno, CA 93706  
(559)265-4800

**WestCare California – Adolescent Services**  
808 10<sup>th</sup> Street

Fresno, CA 93702  
(559)237-3420

**WestCare California, Inc.**

611 E Belmont  
Fresno, CA 93701  
(559)237-3420

**Organizations**

---

**National Domestic Violence Hotline**

1-800-799-SAFE (7233)

<http://www.thehotline.org/>

**RAINN (Rape, Abuse & Incest National Network)**

24 Hour Hotline 1-800-656-HOPE (4673)

[www.rainn.org](http://www.rainn.org)

**love is respect**

Highly-trained advocates offer support, information and advocacy to young people who have questions or concerns about their dating relationships. We also provide information and support to concerned friends and family members, teachers, counselors, service providers and members of law enforcement. Free and confidential phone, live chat and texting services are available 24/7/365.

[www.loveisrespect.org](http://www.loveisrespect.org) Text LOVEIS to 22522\* Call 1-866-331-9474

**The National Center for Victims of a Crime**

Victim Connect

If you need immediate assistance, the Victim Connect Hotline provides information and referrals for victims of all crime and can be reached at 1-855-4-VICTIM (855-484-2846)

Stalking Resource Center

<https://victimsofcrime.org/our-programs/stalking-resource-center/help-for-victims>

**1in6 Online Helpline**

A helpline for Male Survivors of Childhood Sexual Abuse and Adult Sexual Assault <https://1in6.org>

Online Helpline Chat

**NCAVP**

National Coalition of Anti-Violence Programs National Advocacy for Local LGBTQ  
CommunitiesHotline 212-714-1141

<https://avp.org/>

**Federal Government**

---

**U.S. Department of Education**

Office for Civil Rights

Lyndon Baines Johnson department of Education Bldg400 Maryland Avenue, SW

Washington, DC 20202-1100

(800) 421-3481

[OCR@ed.gov](mailto:OCR@ed.gov)

## Safe Campus Plan Checklist

E	CDS Code (pg. 2)
E	Safe Campus Leadership Team (pg. 7)
E	Campus Safety Walk (pg. 8&9)
E	Stage II Evacuation fill in & holding areas (pg. 10 & pg. 11)
E	Threat Assessment Management Team (pg. 12)
E	First Aid Responders (pg. 13)
E	Name of person responsible for monthly AED checks (pg. 13)
E	Immediate Care Responders (pg.15)
E	Pandemic Influenza Parent Reunification Plan including: (pg. 16-19)
E	Fire Drill Schedule (pg. 23)
E	Lockdown Drill Schedule (pg. 23)
E	Earthquake Drill Schedule (pg. 23)
E	Lockdown Procedure (pg.24) / Reunification Drill (pg. 24)
E	Phone Tree (pg. 25)
E	Campus Visibility Deployment of Staff (pg. 26)
E	Signature Page (pg. 27)
E	Site Evacuation Map – Obtain site map from safety plan (insert)
E	Off Campus Evacuation Map (map of site, you can draw route and site, give name and address)
E	E Mail your entire completed Safe Campus Plan to <a href="mailto:dpadilla@agapeschools.org">dpadilla@agapeschools.org</a> and <a href="mailto:lscott@agapeschools.org">lscott@agapeschools.org</a>

E=Electronically

Note: Print hard copies of entire plan (pages 1-50) including Threat Assessment Procedures and Protocol - give to your administration and leadership teams.

# **Comprehensive Safe Campus Plan**

## **Board of Education**

Everett Cowings, Jr., President  
Gloreta Johnson, Treasurer  
Christina Rodriguez, Secretary/Parent Representative

## **Chief Executive Officer**

Dr. Linda Scott

## **Dean of Schools**

Diana Padilla

## **Emergency Response Coordinators**

Diana Padilla  
Dr. Linda Scott  
Femka Washington  
Tammy Oblenis  
Darnell Taylor  
Vanessa Reyes

February 18, 2022(Updated)

## Purpose and Scope

The Agape College of Business and Science College Comprehensive Safe Campus Safety Plan (CSSP) provides guidance and direction to Dean, faculty and staff who have emergency management responsibilities. The ERP along with the Campus Comprehensive Safe Campus Plan shall be used during an emergency incident involving a Agape College of Business and Science Campus facility.

## Key Emergency Contact

After contacting 911, it is imperative during an emergency to contact Dr. Linda Scott, Agape College of Business and Science Communications Office as quickly as possible. She will respond immediately to the emergency and alert the appropriate members of the District Safety Team.

## Safe Campus Leadership Team (SSLT)

Each Agape College of Business and Science Campus District facility and administrative site will have a Safe Campus Leadership Team (SSLT) to take charge of the emergency, respond effectively, protect the occupants of the facility and reduce the risk of physical injury, property damage and business interruption. The team consist of the Dean and/or designee, office manager, Campus nurse, SRO / SNRO / Probation Officer (if applicable), certificated and classified employee. Each person has an alternate should they not be on campus.

**Standardized Emergency Management System (SEMS)** is the system required by Government Code 8607(a) for managing response to multi-agency and multi-jurisdiction emergencies in California. SEMS consists of five organizational levels, which are activated as necessary: **Field Response, Local Government, Operational Area, Regional and State.**

The Campus site Safe Campus Leadership Team (SSLT) carries out the Field Response level of crisis and emergency management, the District Campus Safety Team functions at the Local Government level in this system. By organizing our crisis response plans according to SEMS, both Campus sites and the District are positioned to integrate services when an incident occurs on an area, regional or state level.

By standardizing key elements of the emergency management system, SEMS is intended to:

- Facilitate the flow of information within and between levels of the system,
- Facilitate coordination among all responding agencies.

Use of SEMS will improve the mobilization, deployment, utilization, tracking, and demobilization of needed mutual aid resources. Use of SEMS will reduce the incident of poor coordination and communications, and reduce resource ordering duplication on multi-agency and multi-jurisdiction responses. SEMS is designed to be flexible and adaptable to varied disasters that occur in California and to the needs of all emergency responders.

Essential Management Functions: SEMS has five essential functions adapted from Incident Command System (ICS). The Field Response uses the five primary ICS functions: **Command, Operations, Planning/Intelligence, Logistics, and Finance/Administration.** The term management is used instead of command at all levels except Field Response. The titles of the other functions remain the same at all levels.

Under the SEMS, tasks are delegated to members of the SSLT to successfully handle critical incidents. The SSLT member is then responsible for the task assigned and serves as the manager of the task. This type of delegation allows each manager to focus on just one or two aspects of the incident. These managers then provide information to the incident commander (principal) and assist them in making informed decisions. Using this organizational system during a critical incident creates clear communication channels that will reduce the amount of confusion and chaos.

Permanently assigning specific areas of responsibility to members of the Safe Campus Team provides each member with the opportunity to specialize in the management of his/her area.

The SEMS can also address the uncertainty of exactly who will be in the building during an emergency. When assigning the management of critical roles in the SEMS, assign an alternate for each role to assure coverage at all times. This may require some individuals to be responsible for more than one task if the primary manager were out of the building. While the SEMS identifies roles for the members of the SSLT, all Campus faculty members should know their specific functions during an emergency. Teachers with students in class will have specific functions, as will teachers not assigned a class when an emergency occurs. It is imperative to emergency operations that SEMS roles and responsibilities are assigned and understood by the Safe Campus Leadership Team members. The Roles & Responsibilities outline above in this document will also assist the Incident Commander if one or more team members/alternates are not available. City emergency responders use the SEMS to manage emergency events. Because of this, a Campus with assigned roles for administrators and teachers will be able to work more efficiently with city agencies.

- 1) Child Abuse
- 2) Campus Code of Conduct
- 3) Notification of Dangerous Pupils
- 4) Discrimination / Sexual Harassment – See Campus Safety Plan ACBS
- 5) Dress Code – Personal Manual
- 6) Hate Crime Reporting – Catalog and Campus Safety Plan ACBS

## Directions

### 1. Establish:

- ✓ Safe Campus Leadership Team
- ✓ Safety Walk
- ✓ Threat Assessment Team/Student Wellness Team
- ✓ First Aid Responders
- ✓ Pandemic Influenza Management Plan with reunification team and on campus location established for student/parent reunification.

### 2. Complete Campus Safety Walk Stage

3. 1 Site Evacuation maps are developed by Maintenance. If you need to adjust your evacuation map, please notify Diana Padilla or Dr. Linda Scott at [dpadilla@AgapeSchools.org](mailto:dpadilla@AgapeSchools.org) and [lscott@Agapeschools.org](mailto:lscott@Agapeschools.org)

4. Stage 2 Off campus evacuation (map of site and plan).

### 5. Establish:

- ✓ 2020-2021 Fire Drill Schedule – Once per month at the elementary and middle Campus level and three times per year at the high Campus. (before/after Campus, lunch, instructional time)
- ✓ 2020-2021 Lockdown drill – Four times per Campus year, One per quarter. – (before Campus, after Campus, lunch time and instructional time).
- ✓ 2020-2021 Earthquake Drill (Duck and Cover once a quarter at the elementary and middle Campus level and two times at the high Campus)
- ✓ 2020-2021 Reunification Drill – Two times during the Campus year
- ✓ Campus Phone Tree
- ✓ Visibility of staff deployment plan

6. Update the templates of the plan to reflect current areas of responsibility at your site.

7. Work closely with the Campus site council. Remember the Campus site council has the responsibility of approving the final plan and must be involved in its development. (SSC meeting for approval must be prior to March 1.) Please calendar a meeting in January or February to discuss and approve plan.

8. Submit electronically your Comprehensive Safe Campus Plan to [dpadilla@agapeschools.org](mailto:dpadilla@agapeschools.org) and [Lscott@agapeschools.org](mailto:Lscott@agapeschools.org) Cabinet Administration. Completed plans must be submitted no later than March 1 of the Campus year.

Safe Campus Leadership Team

Please note that the Safe Campus Leadership Team functions have been organized to align with the District Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS). Depending on staff available, team members may serve multiple roles. For example, the Principal may serve as both incident commander and Operations officers etc.

In the event of an emergency situation, the Safe Campus Leadership Team should report to a designated location to oversee and provide directions during the

emergency situation. The principal and/or designee in charge are to facilitate the following: (1) secure the area, (2) check for damage, (3) assess injury situations, and (4) report findings to the instructional Superintendent. Safe Campus Leadership Team is listed below.

## Safe Campus Leadership Team

		Name	Phone
<b>Incident Command</b>	<b>Dean of Schools</b>	Diana Padilla	559-486-1166
	1. Alternate	Dr. Linda Scott	559 704-9011
	2. Alternate		
	3. Alternate		
<b>Planning/Intelligence</b>	<b>Human Resources</b>	Femka Washington	559-486-1166
	1. Alternate	Tammy Oblenis	
	2. Alternate		
<b>Operations</b>	<b>Principal</b>	Darnell Taylor	559 486-1166
	1. Alternate	Dr. Linda Scott	559 704-9011
	2. Alternate		
<b>Logistics</b>	<b>Director of Operations</b>	Darnell Taylor	486-1166
	1. Alternate	Diana Padilla	559 486-1166
	2. Alternate		
<b>Administration/Finance</b>	<b>Chief Executive Officer</b>	Dr. Linda Scott	486-1166
	1. Alternate	David Graves	559 486-1166
	2. Alternate	Adriana Rendon	559-486-1166
<b>Other</b>	<b>Associate Dean</b>	Tammy Oblenis	559 486-1166
	1. Alternate		
	<b>Student Support Counselor</b>	M. Smith	559 486-1166
	1. Alternate		
	<b>Classified Staff Member</b>	G. Sanchez	559 486-1166
	1. Alternate		
	2. Alternate/Coordinator/ Program	Vaness Reyes	559 486-1166

## CAMPUS SAFETY WALK

After establishing your Safe Campus Leadership Team, the “Safety Walk” of your site must be done to assess safety conditions, emergency access, evacuation routes, PA system etc... This information is vital in the development of your Safety Plan. The “Safety Walk” should be done twice a year. Once at the start of the Campus year and once during the second semester.

<b><i>Exterior of Campus Building</i></b>	<b><i>Checked &amp; in order</i></b>	<b><i>Needs Attention</i></b>	<b><i>J-Order in process</i></b>
Gates - lockable	x		
Fences - stable and no broken areas	x		
Appropriate Campus zone signs in position	x		
Free of graffiti	x		
External utilities secured and locked	x		
Roof hatches secured and locked	x		
Shrubs trimmed	x		
Doors and windows in working order and lockable from inside	x		
Outdoor lighting illuminate all areas of use during night hours	x		
Exterior security cameras have clear view, no blocking from landscape, trees, etc.	x		
Exterior security cameras in good working order where applicable	x		
PA system in good working order and has the ability to be used outdoors ( i.e. field area)	NA		
Playground equipment safe and fall-protection material placed on the ground below equipment	x		
Athletic facilities & external building are secured & illuminated at night	x		
Dumpsters and garbage cans are secured	x		
Parking lots are well-lit	x		
No parking zone within 5ft. of the building	x		
Sidewalks free from cracks and tripping hazards	x		
Fields are free from potholes			
Bike racks secured and placed in a locked cage	N/A		
Gym bleachers are safe and in working condition	N/A		
	<b><i>Checked &amp; in order</i></b>	<b><i>Needs Attention</i></b>	<b><i>J-Order in process</i></b>

<b>Interior of Campus</b>			
Doors and windows are in working order and lockable from inside	x		
Exit lights in working order	x		
Universal evacuation signage is posted in every room near the door and in hallways	x		
The Central Monitoring Station's number is posted in every room	x		
Computer/server rooms secured and appropriately ventilated	x		
Hallways are free from obstructions (furniture, music instruments, large art displays etc.)	x		
Visitor pass protocol is in effect	x		
Staff wear ID badges	x		
Student are issued ID badges (grades 7-12)	x		
<b>Classroom</b>	<b>Checked &amp; in order</b>	<b>Needs Attention</b>	<b>J-Order in process</b>
Classroom emergency guide is posted	x		
Emergency folder is easily accessible	x		
Evacuation map is posted	x		
Classroom phone has the emergency phone # sticker	x		
Doors and windows are lockable from the inside	x		
Peepholes are installed	N/A		
<b>Equipment Needs</b>	<b>Have enough</b>	<b>Need</b>	<b>How many?</b>
Vests	x		
Radios	x		
Crossing guard signs	x		
Cones for parking	x		
Caution signs	x		
Golf carts	NA		
First aid kits	x		
Other	NA		

BP 2250  
NOTES:

# |

## Stage One (On Campus) / Stage Two (Off Campus) Evacuation Plans

Each site must have an evacuation plan that consists of two stages:

**Stage One Evacuation:** All students and staff are evacuated from buildings and stationed at a safe location on campus.

**Stage Two Relocation:** At the direction of the District Incident Commander, all students and staff are relocated to a determined location off campus at time of event. Coordinate with Transportation Department, Police and Fire Department. (Examples: gas leak, fallen aircraft.)

Stage One Evacuation Plans shall be based on the current “Key Plan” maps obtained from the Department of Maintenance and Operations SharePoint page, under Site Key Plans. Stage Two Evacuation Plans shall be created by the Safe Campus Leadership and can be created on Google Earth. Include a map of the Stage One and Stage Two Evacuation Routes.

Evacuation Plan Checklist:

- Detailed campus diagrams that show:
  - Evacuation routes
  - Designated areas for each teacher and class
  - Areas of supervision
  - Transportation points (for both busses and autos)
  - Student Release area
  - Press area
- Teams
  - Crisis Response Team
  - Student Release Team
- Emergency cards (Always ready to be taken to student release area)
- Parent/Guardian sign out log or forms
- Impaired mobility list (Location of these students throughout the Campus day)
- Classroom evacuation materials (laminated guides, “go bags”, binders or boxes that teachers will carry along with their roll books must be located in a standard site in all classrooms. Recommended placement to be next to the classroom exit).
- Communication Plan (How Instructors will communicate to the Safe Campus Leadership team and visa versa)

## Stage 2 Evacuation (Off Campus)

In the case of a Stage 2 Evacuation, Off-Campus Evacuation, all students/staff will travel to the following site and wait for instructions.

SITE – Campus Parking Lot

ALTERNATE SITE - \_\_\_\_\_

Contact Person: Dr. Linda Scott Phone: 704-9011 or 486-1166

Student holding areas: Please take into consideration all special needs of your students when deciding holding areas

Upper Back Lot

ED \_\_\_\_\_

Secondary- CTE

9<sup>th</sup> Side Lot 11<sup>th</sup> Side Lot

10<sup>th</sup> Side Lot 12<sup>th</sup> Side Lot

Ed Code 7 Delegate of Powers

**Agape College of Business and Science Campus District**  
**THREAT ASSESSMENT MANAGEMENT TEAM (TAMT)**  
**(Student Wellness Team)**

When a Campus identifies an individual or group that may pose potential harm to themselves or others, the Campus will convene their Threat Assessment Management Team (TAMT).

The task of the TAMT is to assess the level of threat posed; determine what level of response the Campus site will initiate; what district resources may be required and what response may be needed.

This team should work with outside agencies when making referrals under Welfare and Intuitions Code 5150.

The team will oversee and document the Campus site's response to threats, 5150 referrals and plan for monitoring or services that may need to occur after the crisis has passed.

When engaged in the AGAPE COLLEGE OF BUSINESS AND SCIENCE CAMPUS 5150 referral process, this team becomes a Student Wellness Team. The team may expand at that point to include other staff, parents or whoever else may be required to monitor the student's well being when and if returned to Campus.

STAFF MEMBER	TITLE	ALTERNATE	
Dr. Linda Scott	Administrator	Darnell Tayulor	Principal, Assistant Principal or Designee
Diane Padilla	Dean of Campus	Dr, Linda Scott	Campus Psychologist or Student Assistants, (SAP) Counselor, Counselor Trained in Threat Assessment
Darnell Taylor	Director of Operations	Dr. Linda Scott	Director of Operations, CEO
Tammy Oblenis	Associate Dean	M. Smith	Associate Dean, Admissions Rep.

BP 2250 Designee

**Ed Code 7 Delegate of Powers**

## FIRST AID RESPONDERS

Each district site must have designated First Aid responders who are first to provide assistance when needed. **Annually, identify those staff members who have current training in CPR-First Aid-AED.** In an emergency situation, any staff member may provide assistance. Insure that there are an adequate number of people trained in first aid in addition to the crisis response team.

The following staff members are designated emergency first aid responders for the **2019-2020** Campus year at W.E.B. DuBois Campus.

CPR/AED	FIRSTAID	Expiration	NAME	TITLE	Room/Phone
X			S. Sanders	Medical Assistant	559 486-1166
X	X		M. Smith	Admissions Representative	559 486-1166
X	X				
X	X				
X	X				
X	X				
X	X				
X	X				

### AED (Automated External Defibrillator) Maintenance Checks

Please list the person(s) who will be responsible for the monthly AED maintenance check.

<b>NAME</b> Saunders	<b>TITLE</b> Medical Assistant
----------------------	--------------------------------

### First Aid Responders Coverage (for those responsible for students)

In the case the First Aid Responders are activated, the following staff will be responsible to cover classes for those responding.

Name	Title	Room/Phone
Priscilla Yegllisis	Lead Instructor	559 486-1166
S. Saunders	Instructor	559 486-1166
	Instructional Aide	

**Emergency First Aid Guidelines for California Campuss is the guide for providing first aid.**

The guidelines and first aid supplies are located in the health office. Additional supplies (red 1<sup>st</sup> aid bags) at the Campus are located in the front Office, and may also be in shop classes.

The guidelines chart contains Universal Precautions for blood borne pathogens. Any time an employee is involved in a possible blood exposure incident, it shall be reported as a Worker's Compensation incident.

### **CPR PRECAUTIONS**

To minimize the risk of infectious disease transmission during emergency mouth-to-mouth resuscitation, mouthpieces, shields, pocket masks, or other ventilation devices shall be used. Such equipment shall be stored with first aid equipment in the health office.

Unless the scope of the crisis/first aid response is prohibitive, the appropriate student and/or the emergency employee accident reports are to be completed as per usual District policy.

## IMMEDIATE CARE RESPONDERS

Identify all persons who are trained in monitoring and providing medical care for students with significant health conditions (severe allergies, severe asthma, diabetes, seizures, and specialized healthcare procedures, such as catheterizations, GT feeding etc.). Staff will need to provide for the medical needs of these students, if they remain at Campus for a significant amount of time. Nurse to be responsible for training designated personnel every year to monitor and provide medical care for students with significant health conditions.

The following staff members are designated Immediate Care Responders for the **2021-22** Campus year at ACBS Campus.

NAME	TITLE	ROOM/PHONE
Diana Padila	Dean of Schools	559 486-1166
Femka Washington	Human Resources	559 486-1166
S. Sauders	Medical Assistant	559-486-1166

\*a confidential list of all students in the category must be kept in nurse's office as well as with the Campus safety coordinator.

Each Campus has an Emergency First Aid Bag (for disaster only) stocked with first aid supplies. High Campuss have two bags. The "Emergency First Aid Guidelines for California Campuss" and the Emergency Bags are located in the health office (high Campuss should store the second bag in the gym or shop areas or in the Safety Coordinators office.

### Communication

List the modes of communicating with your staff in the case of a crisis.

Primary Campus Two Way Radio

Alternate Phone- Dr. Linda Scott, CEO

Alternate \_\_\_\_\_

## Agape College of Business and Science Campus District Pandemic Influenza Management Plan

The Agape College of Business and Science Campus District Pandemic Influenza Management Plan consists of several components including the Agape College of Business and Science Campus District Comprehensive Safe Campus Plan, Appendixes, Emergency Support Functions, Support Annexes and Incident Annexes. The Pandemic Influenza Management Plan is one of several Incident Annexes and therefore serves to augment the Agape College of Business and Science Comprehensive Safe Campus Plan and other components. In order to ensure efficient and effective emergency management, the Agape College of Business and Science Pandemic Influenza Management Plan document must be implemented in its entirety.

### PHASES OF A PANDEMIC

The World Health Organization (WHO), the medical arm of the United Nations, has developed a global influenza preparedness plan that includes a classification system for guiding planning and response activities for an influenza pandemic. This classification system is comprised of six phases of increasing public health risk associated with the emergence and spread of a new influenza virus subtype that may lead to a pandemic. The Director General of WHO formally declares the current global pandemic phase and adjusts the phase level to correspond with pandemic conditions around the world. For each phase, the global influenza preparedness plan identifies response measures WHO will take, and recommends actions that countries around the world should implement.

Pandemic Phases	Public Health Goals	Agape College of Business and Science Campus District Goals
<p><b>Interpandemic Period</b></p> <p><i>Phase 1</i> – No new influenza virus subtypes detected in humans. An influenza virus subtype that has caused human infection may be present in animals. If present in animals, the risk of human infection or disease is considered low.</p> <p><i>Phase 2</i> – No new influenza virus subtypes detected in humans. However, a circulating animal influenza virus subtype poses substantial risk of human disease.</p>	<p>Strengthen influenza pandemic preparedness at all levels. Closely monitor human and animal surveillance data.</p> <p>Minimize the risk of transmission to humans; detect and report such transmission rapidly if it occurs.</p>	<p><b>Ensure that staff members and students are trained in preventative measures such as respiratory etiquette and universal precautions.</b></p> <p>Minimize the risk of transmission to humans; ensure that staff members understand detection and reporting guidelines and report rapidly as required.</p>

Pandemic Phases	Public Health Goals	Agape College of Business and Science Campus District Goals
<p><b>Pandemic Alert Period</b></p> <p><i>Phase 3</i> – Human infection(s) are occurring with a new subtype, but no human-to-human spread, or at most rare instances of spread to a close contact.</p> <p><i>Phase 4</i> – Small cluster(s) of human infection with limited human-to-human transmission but spread is highly localized suggesting that the virus is not well adapted to humans.</p> <p><i>Phase 5</i> – Larger cluster(s) of human infection but human-to-human spread is localized, suggesting that the virus is becoming increasingly better adapted to humans, but may not yet be fully transmissible (substantial pandemic risk).</p>	<p>Ensure rapid characterization of the new virus subtype and early detection, notification and response to additional cases.</p> <p>Contain the new virus within limited foci or delay spread to gain time to implement preparedness measures, including vaccine development.</p> <p>Maximize efforts to contain or delay spread to possibly avert a pandemic, and to gain time to implement response measures.</p>	<p>Ensure all personnel are knowledgeable about the latest epidemiological information.</p> <p>Review and update business continuity plans per Base Plan.</p> <p>Ensure that best practices for infection detection and control measures are followed.</p> <p>Ensure adequate resources for staff/student protection.</p> <p>Ensure that Agape College of Business and Science is implementing best practice for social distancing techniques per LHO guidelines, including reducing the Campus activity calendar.</p> <p>Maximize communications with parents related to health and safety.</p>
<p><b>Pandemic Period</b></p> <p><i>Phase 6</i> – Pandemic is declared. Increased and sustained transmission in the general population.</p>	<p>Implement response measures including social distancing to minimize pandemic impacts.</p>	<p>Increase surveillance of staff/student health and attendance and implement administrative procedures to ensure adequate staffing for essential business and Campus functions.</p> <p>Follow LHO and FCOEDHS, social distancing, isolation and quarantine measures.</p> <p>Ensure maximum support and education for ill and affected students.</p>

### Public Employees as Emergency Disaster Workers

*During an emergency/crisis, the welfare of all district employees is as important as student wellbeing. However, employees become emergency service workers under the Emergencies and Disasters Preparedness Plan (Government Code 3100, AR 4212) which states: "A public employee becomes emergency service workers in the event of a declared emergency. This means that all Campus district employees will be required to work in this capacity in case a disaster occurs and a state of emergency is declared".*

If a state of emergency is declared, our employees must have a plan in place to address their personal and family needs while they are at work (during regular or extra duty). Please remind your staff of their district obligations and for them to develop their person/family needs plan in the case they are called upon for after hour duty.

1. Agape College of Business and Science Campus District assumes the following responsibilities:
  - a. Develop capabilities to implement non-medical measures to decrease the spread of disease throughout the Campus community as guided by the epidemiology of the pandemic and the Local Health Officer.
  - b. Develop and implement pandemic preparedness activities and a business continuity plan aimed at maintaining the provision of educational services and limiting the spread of disease throughout the duration of a pandemic.
  - c. Communicate with and educate the Campus community about approved public health practices and what each person can do to prepare or respond to minimize health risks.
  - d. Develop and implement educational support plans for students who are isolated or quarantined and coordinate these plans with the social support plans developed by the Fresno County Department of Public Health and the Fresno County Office of Education Director of Health Services.
  - e. Develop and implement support plans for Health Clinics designated to be used as “immunization clinics” or “flu clinics” to triage/evaluate and/or treat influenza patients not requiring hospital care.
  
2. Each Agape College of Business and Science Campus assumes the following responsibilities:
  - a. The Principal/Designee will develop a response plan that will:
    - Identify chain of command in case of illness with a minimum of 2 back ups.
    - Review and best practices for respiratory hygiene and universal precautions. Train all Campus staff, volunteers and students. Identify and procure needed resources.
    - Review procedures for sending ill individuals home and make adjustments if necessary.
    - Report the number of staff and students daily absent with pandemic flu to the Agape College of Business and Science Chief Information Officer.
    - Designate office staff who will document actions taken.
    - Working with the Agape College of Business and Science Communications Office, provide information to all stakeholders on the extent of infection at Campus site and potential changes that might take place at Campus.
  - b. Develop a recovery plan that provides for education support and emotional support for staff and students. If there is loss of life, implement procedures located in the Comprehensive Safe Campus Plan.

## REUNIFICATION TEAM

Location (must be able to accommodate all Students 2409 Merced Street Alternate Building \_\_\_\_\_

- ✓ Select an appropriate location (per safety plan or other location that may be more appropriate given size of Campus). Consider entry, exit and ability to hold a significant number of people (e.g., multiple stations)
- ✓ Ensure that you have all of the appropriate documentation such as sign out sheets, emergency cards, reunification form, as well as office supplies such as pens available.
- ✓ Post signs on tables to facilitate communications.
- ✓ Set up a photocopier (with power), telephone (or cell phones), a laptop and printer.
- ✓ Set up tables with appropriate signs:
  - a) 1 for reunification, Team #1 (matches form to emergency card, checks schedule, calls classroom and or sends escort to the classroom)
  - b) 1 for reunification of student to parent, Team #2 (Parents will sign out the release form for their child)
  - c) 1 table for health services/nurse at student-parent meeting location
- ✓ Have interpreters speaking Spanish and Hmong (hearing impaired on as-needed basis on site available to assist)

Please fill in your re-unification team members in the chart below assigning an emergency task from the letters (a-c) above. Please ensure the team lead is a strong member of your management team.

<b>STAFF MEMBER</b>	<b>ALTERNATE</b>	<b>TITLE</b>	<b>EMERGENCY TASK (list corresponding letter from above)</b>
Arsheal Grider- Registrar	Sandra Kieta	Registrars	Make call to parents for pick up and release information
Dr. Orlando Ramos- Principal	Reba Joyner	Principal	Ensure all students are accounted for by roll sheets
Ursula Ruiz- Counselor	Tommy Lowe	Student Support Counselor	Ensure all students are accounted for by roll sheets
Tiffany Darret- Counselor	Thomas Mendoza	Student Support Counselor	Ensure all students are accounted for by roll sheets
Esther Santos - Student Support Counselor	Hanisha Marshall	Instructional Aid	Supervision and Safety Protocols-sign out forms
Martha Solis - Student Support Counselor	Mariah Morton	Instructional Aid	Supervision and Safety Protocols-sign out forms
Dr. Linda Scott-CEO	Diana Padilla	Assistant Superintendent	Media Response, Resolution for parent complaints

### **CAMPUS SITE PERSONNEL DUTIES AND RESPONSIBILITIES**

In the event of a major disaster, there is no guarantee that emergency medical or fire personnel will be able to immediately respond to Campus sites. Therefore, the **Campus staff must be prepared to ensure the care and safety of students during the first several hours after a major disaster without outside assistance.** It is critical to determine *who* does *what*, *where*, and *how*—before such a disaster occurs.

#### **Principal/Safe Campus Leadership Team**

1. Acts as the liaison between the Campus site and central office and maintains communication with appropriate central office staff and/or local law enforcement agencies, fire department, and medical assistance agencies as appropriate.
2. Posts and regularly updates Safe Campus Leadership Team information and the emergency phone numbers, emergency first aid responders, and chemical inventory lists.
3. Ensures Safe Campus Leadership Team members are knowledgeable of location of shut-off valves and how to turn them off. **Do not attempt to turn utilities back on yourself.**
4. Ensures that all staff are trained to carry out responsibilities during disaster and drill procedures; encourages teachers to work in teams through a buddy system.

5. Establishes a communications system consisting of the following elements:

- a. System of specific disaster warning signals that are well known to staff and students, and includes both bell and voice signals.
- b. Alternate system for written communication with staff in the event voice-to-voice communication is not available.
- c. Designate and enforce exclusive use of a telephone line and number to be used only by the Principal (or authorized person) and the Superintendent (or designee).
- d. A communication Center in a location accessible to parents, interested community members, and media to handle inquiries, rumor control, and information in an orderly fashion.

**The following guidelines should be adhered to:**

- Include a sign-in sheet for all media to complete. (PC 627.2)
- Notify the Central Monitoring Station at 486-1166 of the emergency and media response. Notify the District Public Information Officer who will notify the Instructional Superintendent and the Emergency Planning Manager.
- Follow the directions of the Instructional Superintendent. Only the Superintendent or designee and the District Public Information Officer or designee is authorized to release information. **All other personnel should cordially refer the media to the District Public Information Office (486-1166).**
- Designate a person to record incidents for documentation purposes including debriefing.

6. Ensure that the emergency phones (brown or red) are in working order and that precautions are taken to keep that number private.

7. Ensures that each classroom or homeroom maintains a current emergency card system for every student (i.e., copies of emergency card or other effective system, which summarizes the information on the emergency card). (See Student Release Team page)

8. Establishes a student release system that will facilitate an organized method to release individual students to authorized adults only.

9. Assigns the following duties to Campus staff:

- a. Patrol entrances to direct emergency personnel, parents, district staff, and media to appropriate areas, and prohibit unauthorized persons from entering campus.
- b. Monitor/supervise halls and corridors to maintain a safe and secure environment.
- c. Conduct search-and-rescue operations to systematically search every room in order to locate trapped/injured persons and to recover critical supplies and equipment.
- d. Establish/coordinate Communication Center.
- e. Administer first aid.
- f. Work with emergency medical triage teams to identify injured students and staff and to record ambulance destinations.
- g. Supervise Student Release Procedures.
- h. Check building utility systems and appliances for damage.

10. Schedules regular emergency drills and reviews the emergency plan with staff, students, and parents and to schedule regular site inspections for safety hazards.
11. Plans alternate classroom evacuation routes if standard routes are obstructed.
12. Ensures that other personnel who provide services to students and staff are aware of emergency procedures.
13. Reviews and updates the site-level plan annually, with particular attention to the unique characteristics of the site.
14. Inform any satellite programs (on or adjacent to your site) of the emergency immediately. (Example: Parenting Center, Pre-Campus, Special Needs Program).

Satellite Program	Principal/Supervisor	Phone
W.E.B. DuBois Public Charter	Dr. Linda Scott	486-1166
W.E.B. DuBois Public Charter	Dr. Orlando Ramos	237-4100 ext. 2020

PC 627.2 Registration by Outsider  
 Ed Code 32211 Threatened disruption/interference with students  
 BP 1112(a) CF Visits to Campuss

**Per Board Policy 6114.1 *The principal shall also hold fire drills at least once a month at the elementary and intermediate level, and not less than three times every Campus year at the secondary level. (At least one drill during the time of: before/after Campus, lunch, instructional time).***

**2020-2021 Fire Drill Schedule**

Month	Date	Time
July	24	9:30 a.m.
August	21	10:00 a.m.
September	8	10:00 a.m.
October	12	9:30 a.m.
November	13	10:00 a.m.
December	11	9:30 a.m.
January	(Middle Campus & Elementary)	11:00 a.m.
February	5	9:30 a.m.
March	3 & 5	10:00 a.m.
April	29	9:30 am.
May	7 (Middle Campus & Elementary)	9:00 a.m.
June	1	9:30 a.m.

**2020-2021 Lockdown Drill Schedule / 4 Drills for the Campus Year**

Semester	Date	Time
Before Campus	September 18	7:45 a.m.
Lunch	November 6	12:00 p.m.
Instructional Time	April, 15 <sup>th</sup> & 16 <sup>th</sup>	10:00 a.m.
After Campus	May 28	7:45 a.m.

**2020-2021 Earthquake Drill Schedule**

**Per AR 3516.3 Drop, Cover and Hold procedures shall be practiced at least once each Campus quarter in elementary Campuss and at least once each semester in secondary Campuss. (Education Code 32282)**

Date	Time
October – Great California Shake Out	11:00 a.m. (Middle Campus & Elementary)
May	11:00 a.m. (Middle Campus & Elementary)

**2020-2021 Bus emergency Evacuation Drills**

Semester	Date	Time
Fall	September 15	9:00 a.m.
	October 20	2:00 p.m.
Spring	April 7	9:00 a.m.
	April 8	2:00 p.m.

**2020–2021 Reunification Drill**

First Semester	Date	Time
	September 25 <sup>th</sup> , 2020	9:30 a.m.
Second Semester	Date	Time
	February, 22 <sup>nd</sup> , 2021	11:00 a.m.

As soon as the drill is completed fill out the Drill Reporting Template that has been sent out to the Safety Coordinator for your site.

**Imminent Danger / Lockdown Procedure / RUN-HIDE-FIGHT**

An extreme emergency exists when one or more of the following situations occur on campus: (1) drive-by shooting/show-by, (2) armed intruder/assailant on campus, (3) mass protest, or (4) helicopter searches or SWAT team operations.

1. Imminent Danger Signal – A verbal Lockdown call will be made over the PA system and over the two-way radios to signal staff to lock down. Remember, ***RUN-HIDE-FIGHT in the event of an Active Assailant. RUN: If a safe path is available. HIDE: If you cannot get out safely. FIGHT: If your life is in danger.*** An announcement over the PA System will be made to indicate when the lockdown is lifted.
2. The Campus nurse will be in charge of emergency first aid: the library or other designated area will be utilized as a gathering place (if other than library, indicate gathering place: \_\_\_\_\_).  
In the nurse's absence .Alexxis Mitchell will be in charge.
3. The Office Manager will maintain phone communication with the district office and Central Monitoring Station for internal communications.
4. Dr. Orlando Ramos will serve as emergency locator to notify parents, guardians, and/or doctors of injured persons.
5. The Principal or designee will identify a person to serve as public information contact under the direction of the District Communications Office
6. The Plant Coordinator/Custodian (Mr. Figueroa) will be responsible for locking all lavatory doors, cafeteria doors, office doors, and gates as directed.
7. Teachers who are unassigned should assemble in the staff lunchroom or other designated meeting room for instructions.
8. When the imminent danger signal is given, teachers should take the following actions:
  - Proceed immediately to homerooms
  - Direct as many students as possible into rooms
  - Supervise the area outside room until students are in rooms
  - Lock doors and follow classroom emergency guide instructions
  - Students in rooms are to be seated on the floor with sign-up sheets provided so that each student accounts for his/her presence in the room
  - Notify the front office of any additional outbreaks
  - Students are to remain in the classroom until the all-clear signal is given
9. In the event that gunfire is heard, everyone should be instructed to get under desks and away from windows.
10. Campus staff should stay until the crisis is declared over

**State of California Government Code,  
Chapter 8, Division IV, Title I**

**The State of California Government Code States: that all public employees become emergency service workers in the event of a declared emergency. This means that all Campus district employees will be required to work in this capacity in case a disaster occurs and a state of emergency is declared.**

PHONE TREE

Once it is verified that a crisis exists, the building administrator or designee sets the phone tree in motion. When a crisis occurs during weekends, vacation periods, or when a large number of staff is away from the Campus, it will be necessary to transmit information via a phone tree. At other times, when crises occur when Campus is in session, only the people outside the Campus building need to be contacted via telephone.

Dr. Linda Scott, CEO  
Agape Schools, 486-1166  
230-3073 or 704-9011 cell

Diana Padilla  
Dean of Schools  
559 486-1166

Vanessa Reyes  
Executive Coordinator  
559 486-1166

Femka Washington  
Human Resources  
559 486-1166

Darnell Taylor  
Director of Operations  
559 486-1166

Tammy Oblenis  
Associate Dean  
559-486-1166

## Recommendations and Assurances

Comprehensive Campus Safety plan is reviewed by the governing board for approval, and assures the board of the following:

This Campus plan was adopted by the board of directors on: \_\_\_\_\_.

Attested:

Mrs. Diana Padilla  
Typed name of Campus Dean

\_\_\_\_\_  
Signature of Campus Dean

\_\_\_\_\_  
Date

Dr. Linda Scott  
Typed name of CEO

\_\_\_\_\_  
Signature of CEO

\_\_\_\_\_  
Date

## District Emergency Phone Numbers

**AGAPE SCHOOLS Safety Office Emergency Services 559- 486-1166**

**AGAPE SCHOOLS Emergency Services 559-704-9011 (24 hours a day)**

**CEO and Dean of Schools**

559-486-1166 and 704-9011

**Health Services**

559-486-1166 4102

**Agape Bus Transportation**

559-486-1166 or 237-4100 Darnell Taylor

**School Site Utilities Location (water, power, gas)**

559-486-1166

**Psychological Services Crisis Intervention Team**

559-981-2795 Generational Changes, Inc

**Emergency Planning/Crisis Response, Safe School Manager**

559 486-1166 Diana Padilla 559 230-3073 or 559 704-9011 Dr. Linda Scott

**Mental Health Services**

559-230-3073

**Community Relations**

559-704-9011 Dr. Linda Scott

**Environmental Services**

559-495-5600

**Information Technology-Network Engineering**

559-230-3073 or Data Path

**Technology Services**

559-229-3529 or 230-3073

## **STAFF CRISIS MANAGEMENT PLAN (Site-specific safety procedures)**

Please include in this section Campus site safety procedures and pertinent information from these procedures on the template pages in the Safe Campus Plan. It is recommended that you account for the Campus Resource Officer and Probation Officer on campus as well as the personnel that make up the multi-disciplinary team at your site.

These key individuals, as well as other personnel who provide services to students and staff on campus should review the Safe Campus Plan.

### EMERGENCY RESPONSE PROCEDURES

Site specific response procedures should be included for the following:

1. Shelter In Place
2. Building Evacuation
3. Duck, Cover and Hold
4. Lockdown

Each procedure should contain the following elements:

1. Verbal command used to initiate
2. Description of incidents that will trigger the emergency response
3. Description of action to be taken by teachers, students and CRT
4. Procedure and signal to rescind emergency response

AGAPE COLLEGE OF BUSINESS AND SCIENCE CAMPUS DISTRICT  
**2-WAY RADIO PROCEDURES**

**IN CASE OF A BOMB THREAT, DO NOT ACTIVATE THESE RADIOS, AS THE FREQUENCY MAY ACTIVATE THE BOMB.**

Our district system is licensed and monitored by the Federal Communications Commission for Campus business use. In an emergency, effective communication is crucial. Follow these guidelines for radio use:

- Only one signal can be on the frequency at a time. Be sure to monitor the system before transmitting.
- Minimize transmissions. Keep sentences short.
- Speak slowly and clearly into the radio.
- Use clear “sign-off” terms.
- During normal use, use only the channel assigned to your Campus.
- It is suggested that the Incident Commander use two radios. One for general staff/student monitoring and one for campus clearance procedures.

**Agape College of Business and Science  
Threat Assessment  
Procedures**

## Agape College of Business and Science THREAT ASSESSMENT PROCEDURES

E.C. 48900.7

### Suspension: Terroristic Threats

- (a) *In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terrorist threats against school officials or school property, or both.*
- (b) *For the purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family. (Add. Stats. 1997, Ch. 405)*

## **California Welfare and Institutions Code 5150**

*When any person, as a result of mental disorder, is a danger to others, or to himself or herself, or gravely disabled, a peace officer, member of the attending staff, as defined by regulation, of an evaluation facility designated by the county, designated members of a mobile crisis team provided by Section 5651.7, or other professional person designated by the county may, upon probable cause, take, or cause to be taken, the person into custody and place him or her in a facility designated by the county and approved by the State Department of Mental Health as a facility for 72-hour treatment and evaluation.*

*Such facility shall require an application in writing stating the circumstances under which the person's condition was called to the attention of the officer, member of the attending staff, or professional person, and stating that the officer, member of the attending staff, or professional person has probable cause to believe that the person is, as a result of mental disorder, a danger to others, or to himself or herself, or gravely disabled. If the probable cause is based on the statement of a person other than the officer, member of the attending staff, or professional person, such*

### **SITE THREAT ASSESSMENT TEAM (STAT)**

- Administrator (Principal, Assistant Principal, or Designee)
- Mental Health Professional (School Psychologist or Student Assistance Program (SAP) Counselor trained in threat assessment)
- Law Enforcement or security staff
- School Nurse, School Social Worker, or other staff designated by the school Principal

### **DISTRICT THREAT ASSESSMENT TEAM (DTAT)**

Contacting Communications Department/Public Information Officer triggers the DTAT

The DTAT will consist of:

- Director of Risk Management or designee
  - Instructional Assistant Superintendent for the school site
  - Agape Emergency Planning Crisis Response (EPCR) Manager
- And when appropriate:
- District Hearings Officer, Department of Prevention and Intervention
  - District Legal counsel

## STEP ONE: EVALUATE THE THREAT

Referral to Administrator:

1. Obtain an account of the threat and the context from the student and witness
2. Write down exact threat
3. Obtain student's explanation of the threat's meaning and his/her intentions
  - a. Threat directed toward others (homicidal)
  - b. Threat directed toward self (suicidal)
4. Obtain witness perceptions of the threat's meaning
5. Administrator to begin consulting Site Threat Assessment Team (STAT) members
6. Administrator may place the student who made the threat on suspension while threat assessment is completed (up to 5 days of suspension).
7. Document information on the Student Threat Inquiry form (supplemental)
  - a. Threat assessment/safety evaluation must be completed, immediately if deemed substantive.
  - b. Threat assessment/safety evaluation must be completed within 2 days if deemed as transient.
  - c. Outcome of threat assessment determines final disciplinary action (if appropriate).

### STEP TWO: TRANSIENT OR SUBSTANTIVE?

STAT determines whether the threat is **transient** or **substantive**:

#### Factors to consider when determining type of threat:

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

### TRANSIENT

### SUBSTANTIVE

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

**WHEN IN DOUBT, TREAT THREATS AS SUBSTANTIVE**  
**STEP THREE: RESPONDING TO THE THREAT**

**\*STAT TEAM DETERMINES APPROPRIATE RESPONSE OF THREAT**

<b>TRANSIENT THREAT</b>	
<p><b>Responding to transient threat:</b>                  Typical response may include reprimand, parental notification, or other disciplinary action                  Student may need to make amends, attend mediation, and or counseling                  Continue to monitor student (Campus staff follow-up as necessary).</p>	
<b>SUBSTANTIVE THREAT</b>	
<p><b>Responding to substantive threat:</b>                  Decide whether the threat is <b>serious</b> or <b>very serious</b>:                  Assault threats are classified <b>serious</b> (I'm gonna beat him up)                  Threats to kill, rape, or inflict very serious injury are classified <b>very serious</b>                  Threats involving a weapon are considered <b>very serious</b>                  Threat to harm self are considered <b>very serious</b></p>	
<b>SERIOUS SUBSTANTIVE THREAT</b>	<b>VERY SERIOUS SUBSTANTIVE THREAT</b>
<p>Responding to <b>serious</b> substantive threats:</p> <p>Immediate responses:                  Take precautions to protect potential victims                  Promptly consult with law enforcement                  Notify intended victim and victim's parents                  Notify student's parents                  Conduct additional interviews as needed (parent, teacher, witnesses)                  Take disciplinary action consistent with Campus policy                  Determine appropriate intervention for student, such as counseling, or                  Facilitate mediation                  Follow up to verify that threat has been resolved and intervention is in                  progress</p> <p>Schedule follow up contact with student to assess current risk and                  Update behavior and wellness plans                  Document behavior and wellness plans on the Student Threat Inquiry form</p>	<p>Responding to <b>very serious</b> substantive threats:</p> <p>Immediate responses:                  Take precautions to protect potential victims                  If suicidal, take precautions to protect student                  Contact Communications department/Public Information Officer of                  incident 457-3733                  Consult with law enforcement promptly                  Notify intended victim and victim's parents                  Notify student's parents                  Determine safety during student suspension</p> <p>Determining safety: Site Threat Assessment Team (STAT) Safety evaluation                  conducted by a team:                  Principal/Administrator leads the team                  Campus Psychologist or other district mental health professional                  conducts Mental Health assessment/extended threat inquiry                  Additional interviews: parents of student, teacher, additional witnesses                  Police Department – expands range of options in dealing with threats of                  violence</p>

**SERIOUS SUBSTANTIVE THREAT**

**VERY SERIOUS SUBSTANTIVE THREAT (continued)**

**Threat assessment/safety evaluation must be completed** Revised 5-10-12  
Outcome of threat assessment determines disciplinary action.

Contact Agape College of Business and Science Discipline Office (486-1166) for disciplin

Individual cases with a mental health basis, and/or low mental functioning and/or emotional disturbance or cases in which there is a high level threat of suicide, the Student Wellness Team/WI5150 process will result.

Student Wellness plan developed: (see supplement)

Prior to student's return to campus

Interventions and responsible parties outlined

The appropriate Campus Site Administrator will **follow up** to evaluate the adequacy of the Student Wellness Plan

Review Action Plan

Determine whether interventions are appropriate

Schedule follow up contact with student to assess current risk and update plan

**Document student's plan on the Threat Inquiry worksheet**

**Agape College of Business and Science Campus District**  
**Student Threat Inquiry**  
**CONFIDENTIAL**

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

*Refer to the Agape College of Business and Science Threat Assessment Procedures when completing this form.*

Team Members: Site Administrator (Lead), District Mental Health Professional (Campus Psychologist/SAP), Campus Nurse, Campus Social Worker, and other members as appropriate (District Safety/Security staff and/or Law Enforcement).

**Campus Site:** \_\_\_\_\_

**Site Administrator:**

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

**Team Members:**

Name: _____	Position: _____	Signature: _____
Name: _____	Position: _____	Signature: _____
Name: _____	Position: _____	Signature: _____
Name: _____	Position: _____	Signature: _____
Name: _____	Position: _____	Signature: _____

\*\*\*Do not place in cum or any permanent student record folder  
\*\*\* Send original Threat Assessment Inquiry form to the Agape College of Business and Science Safety Office:  
Attention: Emergency Crisis Planning Manager  
\*\*\* Keep a copy filed in the Administrator's confidential file

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

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

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

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

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

\*Complete separate interviews with all involved parties

- \_\_\_ Student Who Made Threat
- \_\_\_ Recipient(s) of Threat
- \_\_\_ Witness(es)

\*Obtain separate written statements from all parties

- \_\_\_ Student Who Made Threat
- \_\_\_ Recipient(s) of Threat
- \_\_\_ Witness(es)

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

**Complete Interviews with all involved parties**

### **Interview of Student who made threat**

---

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

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

**Guiding Questions:**

1. Do you know why I wanted to talk with you? Tell me.
2. What happened today when you were...? (refer to place of incident)
3. What exactly did you say? What exactly did you do? (write down Student's exact words)
4. What did you mean when you said/did that?
5. How do you think (person who was threatened) feels about what you said/did?  
(see if Student believes comment/act frightened or intimidated the recipient of threat)
6. What was the reason you said/did that? (find out if there is prior conflict or history to this threat)
7. What are you going to do now that you have made this threat? (does Student intend to carry out threat)

Notes:

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

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

\_\_\_\_\_ Recipient/Target

\_\_\_\_\_ Witness

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

Name: \_\_\_\_\_ Grade: \_\_\_\_\_

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

#### Guiding Questions:

1. What exactly happened today when you were...(refer to place of incident)?
2. What exactly did (Student who made threat) say/do? (write down Student's exact words)
3. What do you think he/she meant when he/she said/did that?
4. How did you feel when he/she said/did that? Are you concerned he/she might really do it?
5. What was the reason he/she said/did that?

Notes:

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

(Summary of Step One)

### Student Who Made Alleged Threat

- |                          |     |                          |    |  |
|--------------------------|-----|--------------------------|----|--|
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | Reported threat as a specific plan                 |
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | Written plans/lists/drawings                       |
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | Student & Recipient had prior conflict (>1 day)    |
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | Student previously bullied the recipient (pattern) |
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | Had or sought accomplices                          |
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | History of repeated threats                        |
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | Weapon referenced during threat                    |
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | Weapon brandished during threat                    |

### Target(s)/Recipient(s) of Alleged Threat

- Number of Targets/Recipients of Threat:
- |                          |     |                          |    |                                    |
|--------------------------|-----|--------------------------|----|------------------------------------|
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | Was recipient another student?     |
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | Was recipient a District employee? |
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | Was recipient a Parent?            |
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | Other recipient?: _____            |
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | Records Reviewed?                  |

### Witness(es) to Alleged Threat

- Number of Witnesses:
- |                          |     |                          |    |                                  |
|--------------------------|-----|--------------------------|----|----------------------------------|
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | Was witness another student?     |
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | Was witness a District employee? |
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | Was witness a Parent?            |
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | Other witness?: _____            |
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | Records Reviewed?                |

### Summary of key findings from STEP ONE:

- |                          |  |
|--------------------------|--|
| <input type="checkbox"/> | Completed Interviews with all involved parties |
| <input type="checkbox"/> | Obtained written statements from all parties   |

## Step Two (ASSESS): Transient Or Substantive?

- \*Factors to consider when determining type of threat:
- \*Age of student
  - \*Capability of student to carry out the threat
  - \*Student's discipline history
  - \*Credibility of student and willingness to acknowledge his/her behavior
  - \*Credibility of witness accounts

### TRANSIENT

### SUBSTANTIVE

Often are rhetorical remarks, not genuine expression of intent to harm.	Express intent to physically injure someone else or self beyond the immediate situation.	
At worst, express temporary feelings of anger or frustration	There is at least some risk the student will carry out the threat to others or self	
Usually ends with an apology or clarification. After resolution, the threat no longer exists	Require that protective action be taken, including warning intended victim(s) and parent(s) and/or protection of student from self-harm	
Usually ends with an apology or clarification. After resolution, the threat no longer exists	May be legal violations and require police consultation	
	<p style="text-align: center;"><b>Serious</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Assault threats-“I’m gonna beat him up”</li> <li>• “I’m gonna get you”</li> </ul>	<p style="text-align: center;"><b>Very Serious</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Threats to kill, rape, or inflict very serious injury</li> <li>• Threats involving a weapon</li> <li>• Threat to harm self</li> </ul>

List facts and evidence used to assess type of threat: \_\_\_\_\_

\_\_\_\_\_

**STAT determination on type of threat**

**Transient:** \_\_\_\_\_ **or**  
(Complete Step Three – Transient)

Substantive \_\_\_\_\_  
(Complete Step Three – Substantive)

Serious:  
Very Serious

**(When in doubt, consider threats as substantive)**

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

### TRANSIENT THREAT

Responding to transient threat:

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

#### Interventions

- |                          |     |                          |    |   |
|--------------------------|-----|--------------------------|----|---|
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | Campus based counseling   |
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | Conflict Mediation  |
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | Alter schedule of student to increase supervision or minimize contact with recipient              |
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | Change in transportation (bus suspension, special transportation, etc.)                           |
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | Referral to outside mental health agency (counseling/therapy with outside mental health provider) |
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | Behavior Support Plan   |

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

- |                          |     |                          |    |   |
|--------------------------|-----|--------------------------|----|---|
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | Parent Conference                                 |
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | Detention (number of days): <input type="text"/>  |
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | Consultation with Discipline Office               |
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | Suspension (number of days): <input type="text"/> |

Other Disciplinary Action (please list):

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

- |                          |  |  |
|--------------------------|--|--|
| <input type="checkbox"/> | Assign Case Manager Name:                                  | <input style="width: 300px;" type="text"/> |
| <input type="checkbox"/> | Follow up on Implementation of Behavior Support Plan Date: | <input style="width: 200px;" type="text"/> |
| <input type="checkbox"/> | Follow up on referral to outside counseling Date:          | <input style="width: 200px;" type="text"/> |

**Transient Threat ---- Stop Here**

#### Student Inquiry form:

- \*Complete steps 1, 2, 3 (Transient section only)
- \* Send original Threat Assessment Inquiry form (including written statements) to the FUSD Safety Office  
Attention: Emergency Planning Crisis Response (EPCR) Manager
- \*Keep a copy filed in the Administrator confidential file – DO NOT PLACE IN STUDENT CUMULATIVE FILE

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

### SUBSTANTIVE THREAT

Responding to substantive threats:

#### **Immediate responses:**

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

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

- Contact Communications department/Public Information Officer of incident 457-3733
- Consult with law enforcement promptly
- Determine safety during student suspension
  - Principal/Administrator leads the STAT team
  - Campus Psychologist or other district mental health professional conducts Mental Health assessment/extended threat inquiry
- If suicidal, take precautions to protect student:
  - Individual cases with a mental health related issue, and/or low mental functioning, and/or emotional disturbance, or cases in which there is a high level threat of suicide, the Student Wellness team/WI 5150 process will result. *Refer to Agape College of Business and Science Threat Assessment Procedures document.*

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

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

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

Other Disciplinary Action (please list):

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

### Interventions

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

Other Disciplinary Action (please list):

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

- Yes  No Parent Conference  
 Yes  No Detention (number of days):   
 Yes  No Consultation with Discipline Office  
 Yes  No Suspension (number of days):

Other Disciplinary Action (please list):

### Manage/Follow up (If applicable)

- Assign Case Manager Name:   
 Review Student Wellness Plan Meeting Date:   
 Review Behavior Support Plan Implementation Meeting Date:   
 Follow up on referral to outside counseling Meeting Date:

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

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

\* Send original Threat Assessment Inquiry form (including written statements) to the AGAPE Safety Office

Attention: Emergency Planning Crisis Response (EPCR) Manager

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

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

**Student Who Made Alleged Threat****Victim/Recipient of Alleged Threat**

Student Threat Inquiry Form Page 3

Revised 5-10-12

Grade: \_\_\_\_\_ Gender: Male \_\_\_\_\_ Female \_\_\_\_\_  
 Race: Caucasian \_\_\_\_\_ African Am \_\_\_\_\_ Hispanic \_\_\_\_\_ Asian \_\_\_\_\_ Other \_\_\_\_\_  
 SPED (if applicable): SLD \_\_\_\_\_ OHI \_\_\_\_\_ MR \_\_\_\_\_ ED \_\_\_\_\_ Other \_\_\_\_\_  
 File Reviewed Yes \_\_\_\_\_ No \_\_\_\_\_  
 \_\_\_\_\_ Yes \_\_\_\_\_ No Had or sought accomplices  
 \_\_\_\_\_ Yes \_\_\_\_\_ No Reported threat as a specific plan  
 \_\_\_\_\_ Yes \_\_\_\_\_ No Written plans/lists/drawings  
 \_\_\_\_\_ Yes \_\_\_\_\_ No Repeated threat over time  
 \_\_\_\_\_ Yes \_\_\_\_\_ No Weapon used in threat  
 \_\_\_\_\_ Yes \_\_\_\_\_ No Student & recipient had prior conflict (>1 day)  
 \_\_\_\_\_ Yes \_\_\_\_\_ No Student previously bullied the recipient

Number of Victims: 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 or more \_\_\_\_\_

**Primary Recipient:**

Student \_\_\_\_\_ Teacher \_\_\_\_\_ Parent \_\_\_\_\_ Administrator \_\_\_\_\_  
 Bus Driver \_\_\_\_\_ Other \_\_\_\_\_  
 Grade (if applicable) \_\_\_\_\_ Gender: Male \_\_\_\_\_ Female \_\_\_\_\_  
 Race: Caucasian \_\_\_\_\_ African Am \_\_\_\_\_ Hispanic \_\_\_\_\_ Asian \_\_\_\_\_ Other \_\_\_\_\_  
 SPED (if applicable): SLD \_\_\_\_\_ OHI \_\_\_\_\_ MR \_\_\_\_\_ ED \_\_\_\_\_ Other \_\_\_\_\_  
 File Reviewed Yes \_\_\_\_\_ No \_\_\_\_\_

**Additional Responses to Threat**

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

**Disciplinary Action**

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

**Interventions**

\_\_\_\_\_ Yes \_\_\_\_\_ No Campus based counseling  
 \_\_\_\_\_ Yes \_\_\_\_\_ No Alter schedule of student to increase supervision or minimize contact with recipient  
 \_\_\_\_\_ Yes \_\_\_\_\_ No Recommendation to Alternative Educational placement  
 \_\_\_\_\_ Yes \_\_\_\_\_ No Change in transportation (bus suspension, special transportation, etc.)  
 \_\_\_\_\_ Yes \_\_\_\_\_ No Referral to Mental Health Services  
 \_\_\_\_\_ Yes \_\_\_\_\_ No Outpatient Mental Health Services (counseling/therapy with outside mental health provider)  
 \_\_\_\_\_ Yes \_\_\_\_\_ No Conflict Mediation

Yes  No Student Wellness Plan

Yes  No Behavior Plan

Other safety precautions (please list): \_\_\_\_\_

**Agape College of Business and Science Student Wellness Plan**

Student Name: \_\_\_\_\_ Student Number: \_\_\_\_\_ Date: \_\_\_\_\_

Campus: \_\_\_\_\_ Date of Incident: \_\_\_\_\_

Review Date: \_\_\_\_\_

Student Threat Inquiry Form Page 4

**Description of Incident**

Revised 5-10-12

**Support Plan**

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

\_\_\_\_\_  
Administrator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name/Agency

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name/Agency

\_\_\_\_\_  
Date

Name/Agency

Date

Name/Agency

Date

AGAPE COLLEGE OF BUSINESS AND SCIENCE Student Wellness Plan Page 1

Revised:5-10-12

### **Sources of Information**

#### **THREAT ASSESSMENT IN CAMPUS: A GUIDE TO MANAGING THREATENING SITUATIONS AND TO CREATING SAFE CAMPUS CLIMATES**

U.S. Secret Service and U.S. Department of Education  
Washington, D.C., May 2002

#### **THREAT ASSESSMENT: FLOW CHART, GUIDELINES, PROTOCOL, & WORKSHEET**

Fresno Unified Campus District  
Special Education  
Psychological Services, 2003

#### **GUIDELINES FOR STUDENT THREAT ASSESSMENT**

Dewey Cornell, Ph.D.  
Virginia Youth Violence Project  
Curry Campus of Education  
University of Virginia, 2002

#### **THE CAMPUS SHOOTER: A THREAT ASSESSMENT PERSPECTIVE**

Mary Ellen O'Toole, Ph.D.  
Supervisory Special Agent  
Federal Bureau of Investigation

#### **COLUMBINE: A PSYCHIATRIC AUTOPSY**

A & E Investigative Reports  
The Arts and Entertainment Network, 2002

#### **REMOVAL OF STUDENT FROM CAMPUS**

**DURING CAMPUS HOURS**

The student was removed from \_\_\_\_\_ Campus during Campus hours by \_\_\_\_\_  
(Campus) (Department) (Title)

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

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

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

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

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

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

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

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

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

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

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

---

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

**BOMB THREAT ASSESSMENT  
WORKSHEET**

**CALLERS VOICE**

- |                                   |  |
|-----------------------------------|--|
| <input type="checkbox"/> Calm     | <input type="checkbox"/> Nasal           |
| <input type="checkbox"/> Angry    | <input type="checkbox"/> Stutter         |
| <input type="checkbox"/> Excited  | <input type="checkbox"/> Lisp            |
| <input type="checkbox"/> Slow     | <input type="checkbox"/> Raspy           |
| <input type="checkbox"/> Rapid    | <input type="checkbox"/> Deep            |
| <input type="checkbox"/> Soft     | <input type="checkbox"/> Raged           |
| <input type="checkbox"/> Loud     | <input type="checkbox"/> Clearing Throat |
| <input type="checkbox"/> Laughter | <input type="checkbox"/> Deep Breathing  |
| <input type="checkbox"/> Crying   | <input type="checkbox"/> Cracking Voice  |
| <input type="checkbox"/> Normal   | <input type="checkbox"/> Disguised       |
| <input type="checkbox"/> Distinct | <input type="checkbox"/> Accent          |
| <input type="checkbox"/> Slurred  | <input type="checkbox"/> Familiar        |

If familiar, who did it sound like?

---

**BACKGROUND SOUNDS**

- |   |  |
|---|--|
| <input type="checkbox"/> Street noises  | <input type="checkbox"/> Factory machinery |
| <input type="checkbox"/> Outside noises | <input type="checkbox"/> Animal noises     |
| <input type="checkbox"/> Voices         | <input type="checkbox"/> Clear             |
| <input type="checkbox"/> PA System      | <input type="checkbox"/> Static            |
| <input type="checkbox"/> Music          | <input type="checkbox"/> Office machinery  |
| <input type="checkbox"/> House noise    | <input type="checkbox"/> Other             |

---

**REPORT CALL IMMEDIATELY TO:**

- 1. Communications 486-1166**
- 2. Safety & Security 486-1166**
- 3. Police Department 911**

**NAME:** \_\_\_\_\_ **SCHOOL OR DEPT:** \_\_\_\_\_ **POSITION:** \_\_\_\_\_

**THREAT LANGUAGE**

- |  |  |
|--|--|
| <input type="checkbox"/> Well spoken<br>(educated) | <input type="checkbox"/> Incoherent                      |
| <input type="checkbox"/> Foul                      | <input type="checkbox"/> Taped                           |
| <input type="checkbox"/> Irrational                | <input type="checkbox"/> Message read by<br>threat maker |

Remarks: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**REPORT CALL IMMEDIATELY TO:**

\_\_\_\_\_  
**Phone Number** \_\_\_\_\_

**QUESTIONS TO ASK**

1. When is bomb going to explode?
2. Where is it right now?
3. What does it look like?
4. What kind of bomb is it?
5. What will cause it to explode?
6. Did you place the bomb?
7. Why?
8. What is your address?
9. What is your name?

**EXACT WORDING OF THREAT**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**SEX OF CALLER**

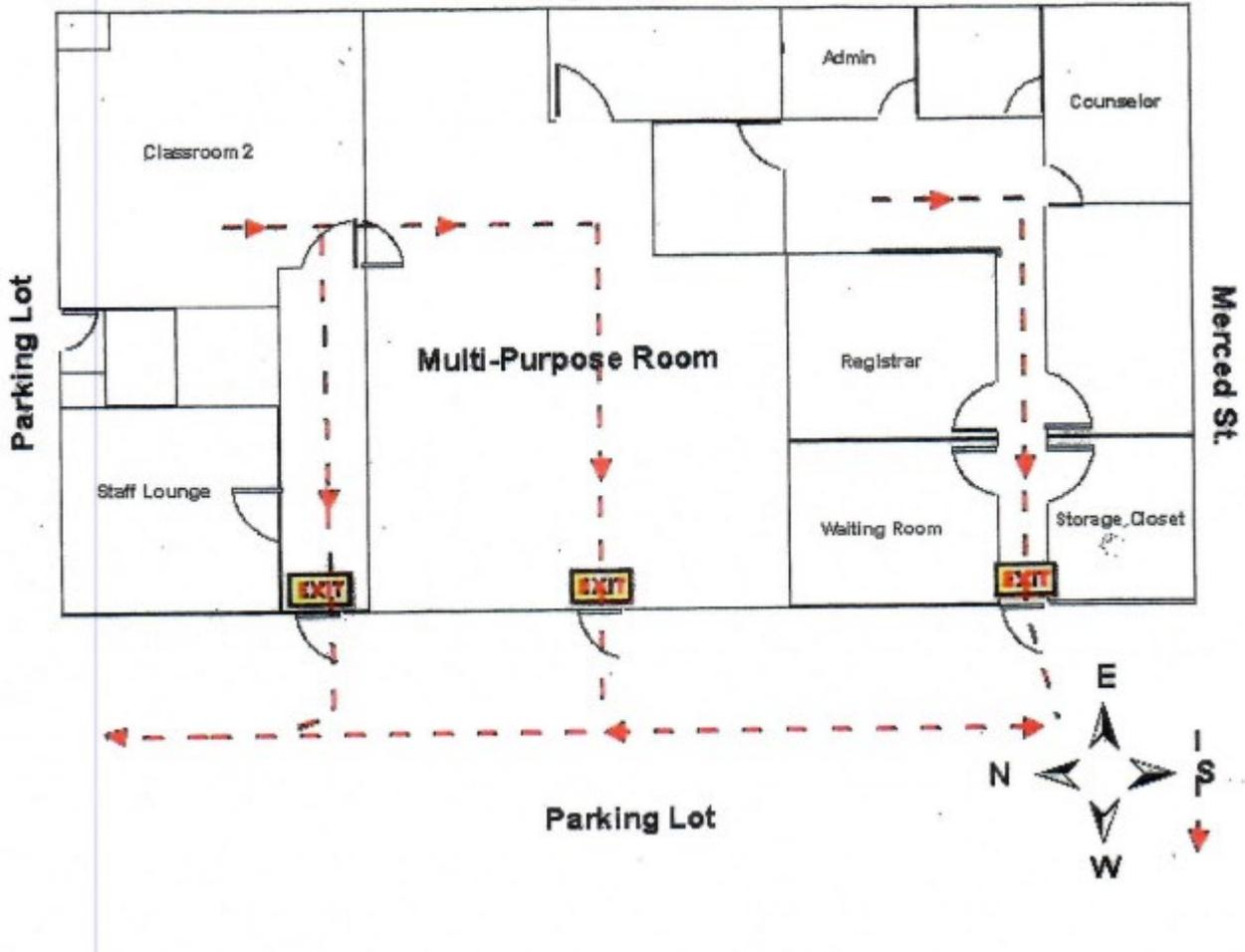
Sex of caller \_\_\_\_\_  
Race \_\_\_\_\_  
Age \_\_\_\_\_  
Length of Call \_\_\_\_\_

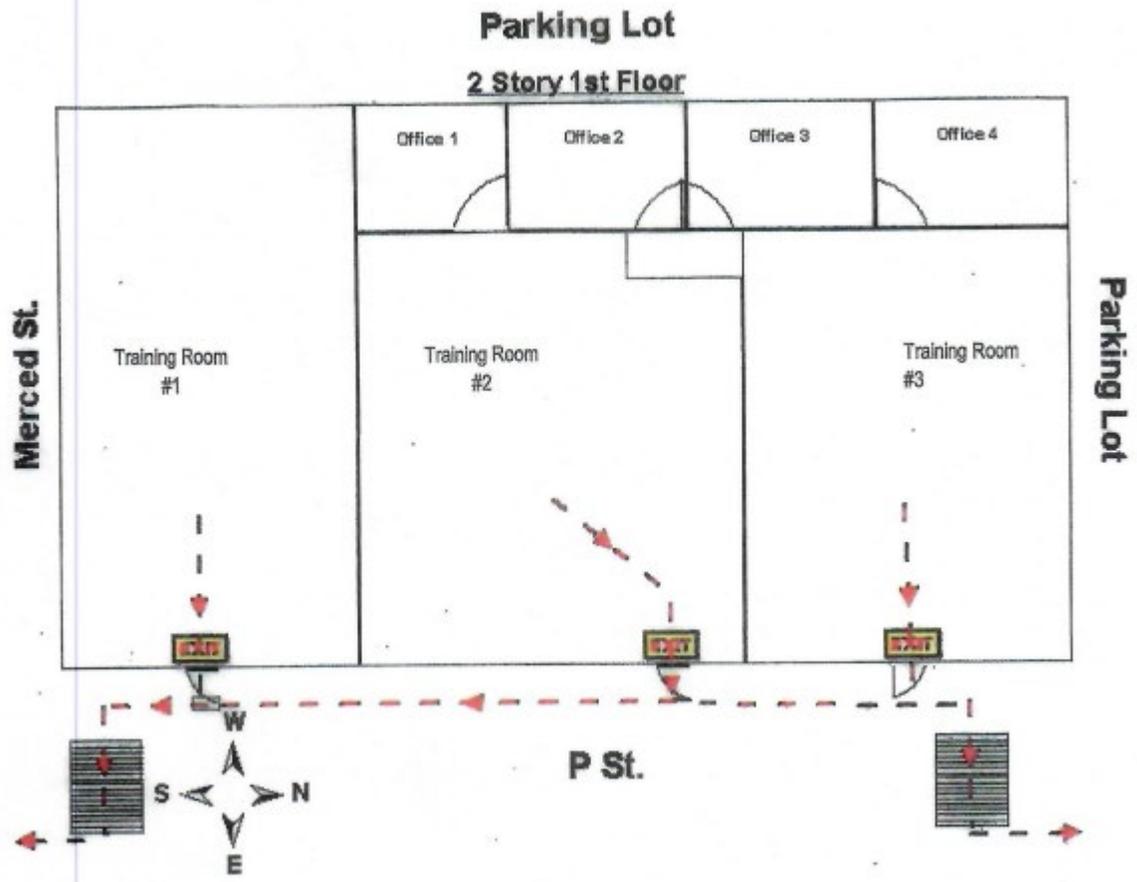
Number at which call is received from  
\_\_\_\_\_

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

Date: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

**P St**  
**Single Story**





# Parking Lot

2 Story 2nd Floor

