Comprehensive School Safety Plan
SB 187 Compliance Document

2022-23
School Year

School: Wm Finch Charter School
CDS Code: 11-10116-1130103
District: Glenn County Office of Education/Wm Finch Charter
Address: 607 E. Tehama St.
Orland, CA 95963
Date of Adoption: February, 2023

Approved by:

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Senate Bill 187: Comprehensive School Safety Plan Purpose

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

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

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

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

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

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

A copy of the Comprehensive School Safety Plan is available for review at 607 E. Tehama St., Orland CA 95963.

Safety Plan Vision
Students and staff will have a safe and secure campus where they are free from physical and psychological harm. The principal and staff are committed to maximizing school safety and to creating a positive learning environment that teaches and emphasizes high expectations for student conduct, responsible behavior, and respect for others.
Components of the Comprehensive School Safety Plan (EC 32281)

Wm Finch Charter School Safety Committee
Dan La Bar, Principal
Priscilla Exner, Administrative Assistant
Annette Jefferson, Instructor
Shane Anderson, Maintenance & Facilities Lead
Greg Felton, Glenn County Office of Education Safety Coordinator
Kat Lowery, City of Orland Police Chief

Assessment of School Safety
A comprehensive school safety plan has been reviewed annually. Key elements of the plan include school site safety drills, crisis intervention plans, and ongoing informational trainings. The required notification letters are distributed and addressed with all staff each school year. The key elements include child abuse reporting, blood born pathogens, sexual harassment, and general policies and procedures. A campus vulnerability assessment has been conducted in fall 2022.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281[a], items A-J)
The school safety plan is updated annually by March 1st and the annual report is included according to SB 187. The safety plan has been discussed and practiced: the required notification distributed, and the plan is addressed with all staff each school year. The key elements include child abuse reporting, blood born pathogens, sexual harassment, as well as general policies and procedures for evacuation in the event of fire, lock-down, civil disturbance, bomb threat, chemical accident or natural disaster.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)
Child Abuse Reporting Procedures are based upon the following:
Mandated reporters include, but are not limited to teachers, instructional aides, teachers aides/assistants, classified employees, certificated pupil personnel employees, administrators, employees of a licensed day care facility, Head Start teachers, district police/security officers, and administrator/presenter/counselors of a child abuse prevention program.

Reporting procedures:
1) Complete Child Abuse reporting form from principal or counselor
2) Call Child and Family Service immediately to verbally report
3) Forward (fax and mail) completed Child Abuse Report form within 36 hours
4) Do not pass on the duty to report. However, you can and should notify your supervisor.
5) If you have a reasonable suspicion, you then have a duty to check (reasonable suspicion creates a duty)
6) If in doubt, file a report.
7) The burden of proof is not with you. Child and Family Services will do the investigation.
8) School staff is not liable for defamation if done in the course and scope of your employment.
Child abuse can be any of the following:
A physical injury which is inflicted on a child by another person other than by accidental means.
The sexual abuse, assault, or exploitation of a child.
The negligent treatment or maltreatment of a child by a person responsible for the child’s welfare under circumstances indicating harm or threatened harm to the child’s health or welfare, whether the harm or threatened harm is from acts or omissions on the part of the responsible person.
The willful infliction upon a child of any cruel or inhumane corporal punishment or any injury resulting in a traumatic condition.
The willful harming or injuring of a child or endangering of the person or the health of a child where the person responsible for the child’s welfare is a licensee, administrator, or employee of any facility licensed to care for children or an administrator or employee of a public or private school or other institution or agency.

How to File a Complaint of Child Abuse Committed at a School Site
Parents and guardians of pupils have the right to file a complaint against a school employee or other person that they suspect has engaged in abuse of a child at a school site. To file a complaint, the parent or guardian must file a formal report with an appropriate local law enforcement agency. An appropriate law enforcement agency may be one of the following:
A Police or Sheriff’s Department (not including a school district police department or school security department)
A County Probation Department if designated by the county to receive child abuse reports, or
A County Welfare Department/County Child Protective Services
The complaint may be filed over the telephone, in person, or in writing. A complaint may also be filed at the same time with your school district or county office of education. School districts and county offices of education, however, do not investigate child abuse allegations. The local law enforcement agency is required to investigate all complaints.
In addition, if the child is disabled and enrolled in special education, a separate complaint may be filed by the parent or guardian with the California Department of Education (CDE) according to Title 5 of the California Code of Regulations Section 4650(a)(vii)(c). The CDE does not, however, investigate allegations of child abuse but rather investigates the conditions that may involve immediate physical danger or threaten the health, safety, or welfare of the child or children or which may result in denial of a free and appropriate public education.
If the complaint of child abuse is “substantiated” or confirmed by the local law enforcement agency, meaning that the report of child abuse or neglect, as determined by the law enforcement investigator who conducted the investigation, is, based upon the evidence, more likely to have occurred than not, then a report of the investigation will be transmitted by the law enforcement agency to the governing board of the local school district or County Office of Education. A confirmed report of child abuse or neglect received by a governing board of a school district or County Office of Education will be subject to the provisions of California Education Code section 44031, which gives school employees certain rights regarding personnel information and records.
In addition, a confirmed report shall be forwarded by the law enforcement agency that investigated the complaint to the California Department of Justice according to California Penal Code Section 11169 and notice will be provided to the alleged child abuser that he or she has been reported to the Child Abuse Central Index, as maintained by the Department of Justice.

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

Disaster Plan (See Appendix C-F)

General Information:
This plan is designed to prepare for the impact of a major disaster or emergency affecting any of the school facilities. These guidelines are general in nature. Wm Finch Charter School follows the SEMS (Standardized Emergency Management System) roles and responsibilities list. They include a quick reference emergency action guide and will be supplemented by individual school site disaster plans.
Mass panic is one of the greatest dangers to students. Staff members should remember that in times of stress students would look for leadership from their teachers. Therefore, remain calm, evaluate the situation, and take action based on the best available information.
The following checklist highlights activities under certain functions that shall be addressed in order to ensure an effective response to a disaster. These functions are to be undertaken by school staff. These functions include site security, fire suppression, search and rescue, triage and possibly evacuation.
Responsibility of on-site staff members:
1) Citing Student Handbook, notify adult students at enrollment/orientation of the evacuation plans, sites, and procedures.
2) Train center staff on Disaster Plan and practice and maintain staff awareness.
3) Orient and review the Disaster Plan with on-site staff as they will assist during drills and disasters.
4) Hold fire and an earthquake drills with staff, students, and volunteers and document on Fire and Earthquake Drill Log.
5) Conduct fire drills and earthquake education with staff, and students.
6) Check supplies each year for leakage and other problems.
7) Be aware of staff’s skills that may be useful in emergency planning (fire extinguisher use, CPR certified, bilingual, etc.).
8) Make sure you have posted a floor plan (map) of the center (showing evacuation routes) and a phone accessible during a disaster.
9) Keep emergency supplies (food, water, first aid supplies) in a safe, accessible place. Supplies will be checked yearly for completeness. Make sure staff know location of supplies. Label storage containers and door with symbols.
10) After an emergency or disaster incident, prepare a narrative to the Superintendent and the Director that includes: date/time of the incident or evacuation, reason for the evacuation, the number of students and staff involved, any injuries involved what emergency procedures were implemented and successful, and any changes that may need to be made to improve the procedures.
11) Keep copy of this plan. Make sure staff know its location.

Public Agency Use of School Buildings for Emergency Shelters
Glenn County Office of Education would make the determination for the facility to become available for an emergency shelter as needed.
(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Student conduct which prevents students from learning or teachers from teaching, will not be tolerated. Wm Finch Charter School has established a clear discipline referral system with consequences for behavior that interferes with learning. Students learn that when they violate a school/classroom guideline, a consequence will result. Disruptive or disrespectful behavior will not be tolerated. Students are not to endanger themselves or others, continually disregard rules, or repeatedly interfere with others’ rights to learn. The California Ed Code for Suspensions and Expulsions are as follows:

Suspension (E.C. 48900)

Suspension is the removal of a pupil from ongoing instruction for adjustment purposes.

A student may be suspended from class/school for disciplinary reasons by administrative or teacher action. A principal or designee may suspend a student for not more than five consecutive school days; a teacher may suspend for the remainder of the day in which the misbehavior occurred and the day following (from their class only). A suspension may be extended under certain conditions, when an expulsion hearing is pending.

E.C. 48900

48900. A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent of the school district or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive:

(a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
(2) Willfully used force or violence upon the person of another, except in self-defense.

(b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

(c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

(d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

(e) Committed or attempted to commit robbery or extortion.

(f) Caused or attempted to cause damage to school property or private property.

(g) Stole or attempted to steal school property or private property.

(h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.

(i) Committed an obscene act or engaged in habitual profanity or vulgarity.

(j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

(k) (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

(2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion. This paragraph shall become inoperative on July 1, 2018, unless a later enacted statute that becomes operative before July 1, 2018, deletes or extends that date.

(l) Knowingly received stolen school property or private property.

(m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

(n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

(p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

(q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
(r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

(1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

(A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
(B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
(C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
(D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

(2) (A) "Electronic act" means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

(i) A message, text, sound, or image.
(ii) A post on a social network Internet Web site, including, but not limited to:

(I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
(II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
(III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

(B) Notwithstanding paragraph (1) and sub paragraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

(3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

(s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section unless the act is related to a school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to a school activity or school attendance that occur at any time, including, but not limited to, any of the following:

(1) While on school grounds.
(2) While going to or coming from school.
(3) During the lunch period whether on or off the campus.
(4) During, or while going to or coming from, a school-sponsored activity.
(t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aide and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

(u) As used in this section, "school property" includes, but is not limited to, electronic files and databases.

(v) For a pupil subject to discipline under this section, a superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil's specific misbehavior as specified in Section 48900.5.

(w) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

Suspension or Expulsion - Prohibited actions (E.C. 48900.4)

In addition to the grounds specified in E.C. Sections 48900 and 48900.2 a student enrolled in any of grades 4 through 12, inclusive may be suspended from school or recommended for expulsion if the Principal of the school in which the student is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils, which is sufficiently severe or pervasive to have actual and reasonably expected effect of materially disrupting class work, creating disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment.

Expulsion (E.C. 48915)

The Superintendent has the authority to expel a student for serious and/or repeated offenses. In certain cases, whenever a student commits an act warranting expulsion, the school principal must recommend expulsion from the school or justify in writing to the Comprehensive School Safety Plan 8 of 28 2/15/23
reasons why the expulsion is not being recommended. Both the student and the student’s parent or guardian shall receive appropriate notices and information about opportunities for hearings on expulsion. Expulsion hearings are formal and legal in nature.

E.C. 48915
(a) (1) Except as provided in subdivisions (c) and (e), the principal or the superintendent of schools shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct:
(A) Causing serious physical injury to another person, except in self-defense.
(B) Possession of any knife or other dangerous object of no reasonable use to the pupil.
(C) Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for either of the following:
(i) The first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
(ii) The possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician.
(D) Robbery or extortion.
(E) Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.
(2) If the principal or the superintendent of schools makes a determination as described in paragraph (1), he or she is encouraged to do so as quickly as possible to ensure that the pupil does not lose instructional time.
(b) Upon recommendation by the principal or the superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board of a school district may order a pupil expelled upon finding that the pupil committed an act listed in paragraph (1) of subdivision (a) or in subdivision (a), (b), (c), (d), or (e) of Section 48900. A decision to expel a pupil for any of those acts shall be based on a finding of one or both of the following:
(1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
(2) Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.
(c) The principal or superintendent of schools shall immediately suspend, pursuant to Section 48511, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:
(1) Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district. The act of possessing an imitation firearm, as defined in subdivision (m) of Section 48900, is not an offense for which suspension or expulsion is mandatory pursuant to this subdivision and subdivision (d), but it is an offense for which suspension, or expulsion pursuant to subdivision (e), may be imposed.
(2) Brandishing a knife at another person.
(3) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
(4) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
(5) Possession of an explosive.
(d) The governing board of a school district shall order a pupil expelled upon finding that the pupil committed an act listed in subdivision (c), and shall refer that pupil to a program of study that meets all of the following conditions:
(1) Is appropriately prepared to accommodate pupils who exhibit discipline problems.
(2) Is not provided at a comprehensive middle, junior, or senior high school, or at any elementary school.
(3) Is not housed at the school site attended by the pupil at the time of suspension.
(e) Upon recommendation by the principal or the superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board of a school district may order a pupil expelled upon finding that the pupil, at school or at a school activity off school grounds violated subdivision (f), (g), (h), (i), (j), (k), (l), or (m) of Section 48900, or Section 48900.2, 48900.3, or 48900.4, and either of the following:
(1) That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
(2) That due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.
(f) The governing board of a school district shall refer a pupil who has been expelled pursuant to subdivision (b) or (e) to a program of study that meets all of the conditions specified in subdivision
(d) Notwithstanding this subdivision, with respect to a pupil expelled pursuant to subdivision (e), if the county superintendent of schools certifies that an alternative program of study is not available at a site away from a comprehensive middle, junior, or senior high school, or an elementary school, and that the only option for placement is at another comprehensive middle, junior, or senior high school, or another elementary school, the pupil may be referred to a program of study that is provided at a comprehensive middle, junior, or senior high school, or at an elementary school.

(g) As used in this section, "knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 3 1/2 inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade.

(h) As used in this section, the term "explosive" means "destructive device" as described in Section 921 of Title 18 of the United States Code.

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

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

The following are ways teachers are notified of dangerous pupils:

1) Teachers are prompted that a student was suspended when the teacher attempts to record the student's attendance and the code for suspension has already been entered by the school office.

2) The first of every school year, the districts send to the principal a list of students who have been suspended or expelled for the previous 3 school years as per Education Code 49079.

3) Teachers receiving a new transfer student from another school within Glenn County receive a copy of a summary of suspensions.

4) The cumulative file for new students to William Finch Charter must be reviewed immediately when it arrives to the student's new school site in order to gather background information on the new student. Teacher/s will be alerted with known Information regarding suspensions or expulsions from the previous three years of the new student.

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

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

A pupil may be suspended from school, or recommended for expulsion, if the principal or designee of the school in which the pupil is enrolled determines that he pupil has committed sexual harassment as defined in Sec. 212.5 of the education code. The conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individuals academic performance, or to create a hostile or intimidating or offensive educational environment.

STUDENT HARASSMENT POLICY includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors or other unwanted verbal, visual or physical conduct of a sexual nature made against another person of the same or opposite gender, in the educational setting, when: (Education Code 231.5; 5 CCR 4916)

1. Submission to the conduct is explicitly or implicitly made as term or condition of a student's academic status or progress
2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student
3. The conduct has the purpose or effect of having a negative impact on the student's academic performance, or of creating an intimidating, hostile or offensive educational environment
4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity.

Types of conduct which are prohibited in the school and which may constitute sexual harassment include, but are not limited to:

1. Unwelcome leering, sexual flirtations or propositions
2. Sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions
3. Graphic verbal comments about an individual's body, or overly personal conversation
4. Sexual jokes, notes, stories, drawings, pictures or gestures
5. Spreading sexual rumors
6. Teasing or sexual remarks about students enrolled in a predominantly single-gender class
7. Massaging, grabbing, fondling, stroking or brushing the body
8. Touching an individual's body or clothes in a sexual way
9. Purposefully cornering or blocking normal movements
10. Displaying sexually suggestive objects.

Notification regarding Wm Finch's policies are included in the School Handbook, given to every new student at orientation, including a signed contract from parent/guardian and student agreeing to the policies therein will be kept on file.
Complaint Process - If you feel you are a victim of harassment at school or a school related activity, immediately report the harassment to the Principal at your school. Harassment complaints may also be made to the Glenn County Office of Education Human Resource Director. If you report harassment you will be protected from retaliation.

Investigation of Complaints at School shall be promptly investigated by the principal or designee.

Enforcement of the policy may include the following actions:
1. Removing vulgar or offending graffiti.
2. Providing staff in-service and student instruction or counseling.
3. Notifying parents/guardians of the actions taken.
4. Notifying child protective services.
5. Taking appropriate disciplinary action. In addition, the principal or designee may take disciplinary measures against any person who is found to have made a complaint of sexual harassment, which he/she knew, was not true.

Disciplinary Measures - A student who engages in sexual harassment of anyone at school or at a school related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that in imposing such discipline the entire circumstances of the incident(s) shall be taken into account. (E.C. 48989)

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)
(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)
Gang-Related apparel is defined as apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (E.C. 35294.2) The principal, staff and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval.

It is the responsibility of the school to create an environment which will enable the student to reach toward his/her highest potential and at the same time prepare him/her as a responsible citizen in the adult community which supports the educational environment. In order to create a safe and orderly learning environment, Wm. Finch Charter School has adopted the following dress guidelines:

Any apparel, jewelry, accessory, school materials, or manner of grooming which by virtue of color, arrangement or any other attribute denoted membership in a gang is prohibited.

In order to discourage the influence of gangs, school staff shall take the following measures:
1. Any student displaying behavior, gestures, apparel, or paraphernalia indicative of gang affiliation shall be referred to the principal or designee.
2. The student's parent/guardian shall be contacted and may be asked to meet with school staff.
3. The student may be sent home to change clothes.

Students who fail to follow the policy are subject to disciplinary actions, including but not limited to, the possibility of being ineligible for continued enrollment.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)
Wm Finch Charter School will take measures to ensure safe ingress and egress to and from the school for pupils, parents, and school employees. Safe ingress and egress will be maintained by periodic reviews of the procedures for ingress and egress. The school will ensure that all passageways to and from school buildings, corridors within school buildings and emergency exits remain clear of all obstruction to allow flow of pedestrian and vehicular traffic. The school will also ensure that potential obstructions and hazards are removed from such areas. To achieve this goal, the school works closely with local law enforcement agencies and the city agencies to ensure that the school's immediate community is safe.

A large majority of students arrive and leave school in private vehicles. Students should use the parking area located directly in front of the building. Crosswalks are provided for safe access from the main street to sidewalks and the parking area. Students walking to school should use the crosswalks and traffic signals provided along the main streets that run in front of school buildings. Pedestrians should also use the sidewalk to access school buildings rather than walking through the adjacent parking lots.

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

Component:
Social environment
Element:
Developing rapport between students, school staff and the community to help recognize the positive impact of building a rigorous, yet safe, academic, college and career technical program for all students. Maintain or improve a school culture based on mutual respect and collegiality.

Opportunity for Improvement:
Assuring a safe and bully-free campus and online environment. Create stronger relationships between students and staff through student meetings, initiation of educational activities and other school events.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Action Steps</th>
<th>Resources</th>
<th>Lead Person</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain or increase the level of a safe and secure school environment.</td>
<td>Survey students and their families, meet with other stakeholders, community organizations and local agencies, inform families of voluntary support services through HHSA.</td>
<td>Funding, students, parents/guardians, staff volunteers, HHSA.</td>
<td>Principal, Staff, Advisory Panel/School Site Council</td>
<td>Analyze survey results, monitor student and staff safety concerns and satisfaction levels.</td>
</tr>
<tr>
<td>Maintain or increase the level of safe digital citizenship</td>
<td>Increase amount of digital citizenship &amp; internet safety courses for parent and student engagement.</td>
<td>BARK for Schools, digital citizenship &amp; internet safety courses</td>
<td>Principal, Staff</td>
<td>Analyze survey results, monitor student and staff safety concerns and satisfaction levels.</td>
</tr>
</tbody>
</table>

Component:
Physical environment

Element:
School security system/s

Opportunity for Improvement:
Additional security checks and systems to address the new buildings on campus (projected completion date of early 2024). When necessary, contact facilities manager to repair lighting and to keep any shrubbery away so that it does not impair clear sight of parking and walkway areas. Implement lockdown education annually.

<table>
<thead>
<tr>
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<th>Evaluation</th>
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</thead>
<tbody>
<tr>
<td>Increase familiarity of students, staff and police with our safety and security procedures.</td>
<td>Maintain or improve a secure campus, increase police visibility and school grounds visibility.</td>
<td>Staff, students, parents, police, facilities manager, IT director (for replay of security cameras)</td>
<td>Principal, Facilities manager, Orland Police Officer Sean Johnson</td>
<td>Increased safety checks by local police, both inside and outside of the school building, and decreased reports of unusual activities in the vicinity of school grounds.</td>
</tr>
<tr>
<td>Increase familiarity of lockdown procedures.</td>
<td>Acquire &amp; maintain supplies for a sustained lockdown scenario</td>
<td>Basic Lockdown Kits</td>
<td>Principal, Facilities manager, Staff</td>
<td>Annual lockdown education</td>
</tr>
</tbody>
</table>

Component:
Emotional environment
Element:
Mental Health Services

Opportunity for Improvement:
Improve access to school-based mental health supports by ensuring adequate staffing levels in terms of school-employed mental health professionals who are trained to infuse prevention and intervention services into the learning process and to help integrate services provided through school-community partnerships into existing school initiatives.

<table>
<thead>
<tr>
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<th>Resources</th>
<th>Lead Person</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain or improve suicide prevention education</td>
<td>Students will receive age appropriate lessons in their classrooms through health education on the importance of safe and healthy choices, as well as help seeking strategies for self or others. Lessons will contain information on comprehensive health and wellness, including emotional, behavioral and social skills development.</td>
<td>Mental health continuum (SEL curriculum/courses, school-based counselor, student services school psychologist, mental health clinician)</td>
<td>Mental health counselors, teachers, community service providers (Glenn County CRISIS team, anc student services staff)</td>
<td>Analyze survey results, monitor student and staff safety concerns and satisfaction levels.</td>
</tr>
<tr>
<td>Maintain or improve suicide prevention &amp; response visual aids</td>
<td>Students, Parents, &amp; Staff will have access to visual flowcharts within student planner/handbooks regarding suicide prevention &amp; response system with resources including phone numbers, physical locations, and online websites.</td>
<td>Glenn County CRISIS Team</td>
<td>Mental health counselors, teachers, community service providers (Glenn County CRISIS team, and student services staff)</td>
<td>Analyze survey results, monitor student and staff safety concerns and satisfaction levels.</td>
</tr>
</tbody>
</table>

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

Wm Finch Charter School Student Conduct Code
Students will comply with all federal, state and local laws, school policies and procedures and school regulations. They will conduct themselves in a manner that reflects the common courtesies of decency, morality, cleanliness, honesty and respect for the rights and property of others. This code is in effect during the school day, to/from a school or a school sponsored activity, and during class breaks whether on or off campus. Any student who elects to participate in co-curricular activities and who violates the Code of Conduct in any way may experience disciplinary consequences based on California Education Code.

Conduct Code Procedures
Students who choose not to follow classroom or school rules receive a referral for their misbehavior. Discipline is progressive and begins with the classroom teacher. This depends upon the individual classroom teacher’s discipline plan. If the student is sent to the principal, progressive discipline will be utilized. The student may be counseled, parent/guardian called, and/or assigned a behavior plan. After a second offense, students will be reminded that as a school of choice it is clearly outside the policies and interests of
Wm Finch Charter School to allow any student to be a disruptive influence. The appropriate discipline will depend on the severity of the misbehavior and prior discipline record.

(J) Hate Crime Reporting Procedures and Policies
Wm Finch Charter School affirms the right of every student to be protected from hate-motivated behavior/s. It is the intent of the school advisory board (School site Council) to promote harmonious relationships that enable students to gain a true understanding of their civil rights and social responsibilities of people in our society. Behavior or statements that degrade an individual on the basis of his/her race, ethnicity, culture, heritage, gender, sexual orientation, physical/mental attributes, religious beliefs, or practices shall not be tolerated.
A student may be suspended from school or recommended for expulsion if the Principal, or the designee, of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, or participated in an act of, hate violence, as defined in subdivision (e) of section 233 E.C.
Safety Plan Review, Evaluation and Amendment Procedures

The Wm Finch Charter School safety plan will be reviewed each year by the Principal, staff, and advisory panel members. Each element will be evaluated for clarity, completeness and practicality of usage. In addition, input from local police, fire and safety agencies will be solicited. All recommendations for amendments will be recorded and will be processed by the school Safety Team. School staff, students, family members and related local agencies will be notified immediately of any changes in the Safety Plan.
Safety Plan Appendices
## Emergency Contact Numbers

### Utilities, Responders and Communication Resources

<table>
<thead>
<tr>
<th>Type</th>
<th>Vendor</th>
<th>Number</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Law Enforcement/Fire/Paramedic</td>
<td>Local Police/Fire/Paramedics</td>
<td>911</td>
<td>Orland PD 865-1616 Orland Fire Dept. 865-1625</td>
</tr>
<tr>
<td>Law Enforcement/Fire/Paramedic</td>
<td>County Sheriff</td>
<td>530-934-6441</td>
<td>Emergency Services 530-934-6510</td>
</tr>
<tr>
<td>Public Utilities</td>
<td>PG &amp; E</td>
<td>1-800-743-5000</td>
<td>Gas &amp; Electric</td>
</tr>
<tr>
<td>Public Utilities</td>
<td>Orland Municipal Water District</td>
<td>530-865-1600</td>
<td>Orland Water</td>
</tr>
<tr>
<td>Local Hospitals</td>
<td>Glenn Medical Center, Willows</td>
<td>530-934-1800</td>
<td>Willows</td>
</tr>
<tr>
<td>Local Hospitals</td>
<td>Enloe, Chico</td>
<td>530-332-7300</td>
<td>Chico</td>
</tr>
<tr>
<td>School District</td>
<td>GCOE</td>
<td>530-865-1267</td>
<td>Orland &amp; Willows</td>
</tr>
<tr>
<td>American National Red Cross</td>
<td>Red Cross</td>
<td>530-891-0885</td>
<td>Chico</td>
</tr>
<tr>
<td>Emergency Services</td>
<td>Crisis Intervention</td>
<td>1-800-507-3530</td>
<td>24 hour crisis services</td>
</tr>
<tr>
<td>City Services</td>
<td>HHSA Voluntary Services / HHSA Orland</td>
<td>530-934-1537 /530-865-1165</td>
<td>Social Service Support with CalWorks, food assistance, respite care, mental health, parenting, life skills</td>
</tr>
</tbody>
</table>
### Safety Plan Review, Evaluation and Amendment Procedures

<table>
<thead>
<tr>
<th>Activity Description</th>
<th>Date and Time</th>
<th>Attached Document (description and location)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wm Finch Charter School safety plan was written July, 2018. Plan is reviewed, and revised if necessary, prior to March 1st, each year.</td>
<td>Feb., 2019</td>
<td>Saved in DTS</td>
</tr>
<tr>
<td>Reviewed and revised</td>
<td>Feb., 2020</td>
<td>Saved in DTS</td>
</tr>
<tr>
<td>Reviewed and revised for multiple new employees</td>
<td>Feb., 2021</td>
<td>Saved in DTS</td>
</tr>
<tr>
<td>Reviewed and revised with certificated, classified staff, and School Site Council</td>
<td>Jan., 2022</td>
<td>Saved in DTS</td>
</tr>
<tr>
<td>Reviewed and revised</td>
<td>Feb., 2023</td>
<td>Saved in DTS</td>
</tr>
</tbody>
</table>
Incident Command Team Responsibilities

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

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

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

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

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

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

Step One: Identify the Type of Emergency

Step Two: Identify the Level of Emergency

Step Three: Determine the Immediate Response Action

Step Four: Communicate the Appropriate Response Action
Types of Emergencies & Specific Procedures

Aircraft Crash
The administrator or designee will initiate appropriate actions, which may include Duck & Cover, Shelter-in-Place, Evacuate Building, or Evacuate Campus depending on the nature of the accident, the location of damage, and the existence of any chemical and/or fuel spills.

Animal Disturbance
This procedure should be implemented when the presence of a coyote, mountain lion, or any other wild animal threatens the safety of students and staff. The administrator or designee will initiate appropriate actions, which may include Lock Down or Evacuate Building.

Armed Assault on Campus
In the event an intruder enters your facility unexpectedly, follow these procedures (see also Lock-down Procedures that follow):
1. As calmly and quickly as possible, get the students to a secure area away from the intruder. Lock classroom doors from the inside.
2. If not possible, ask the intruder if the students can be placed in a secure area or if you and he/she can step outside. Choose a staff member in advance who is most comfortable in interacting with an intruder.
3. If he/she is in agreement, have other staff members take the students to the secure area or step outside with him/her. If possible, the staff with the students will call 911. Don’t assume someone else has made the call. Even if you cannot talk, the line will remain open and law enforcement will investigate.
4. In either situation, try to keep the students as calm and quiet as possible.
5. Tell the intruder you have to call in the attendance count to WAO, or they will know something is wrong (as they expect a call from you at this time each day).
6. Call the Central Office (530) 934-6575 and tell them what center you are calling from and that you have the attendance count. They will state, "We are calling 911 as soon as you hang up. Is that what you want?" They will then call 911.
7. Cooperate with the intruder. Do not aggravate him/her in any way.
8. Try to talk to the intruder and demonstrate that you are not a threat to him/her. If possible, try to find out what he/she wants.
9. Let the situation play out. Do as the intruder says until law enforcement arrives. Follow their instructions.
10. When safe and able, notify the Central Office of the situation and wait for further instructions.

LOCK DOWN PROCEDURES
1. The Orland Police Department will contact our Central Office depending on the location of the lock-down.
2. The individual taking the call will notify the Deputy Director (DD), or Assistant Superintendent (AS).
3. The DD or AS with the assistance of the Central Office staff will call the appropriate centers.
4. Management, middle management, and county administrators will then be notified.
5. Centers located on a school campus will be contacted by and follow the direction of the campus officials and their procedures. These centers will notify the Central Office of any lock-down.
6. Staff will take attendance in classrooms.
7. Centers will post a white circle on the front entrance window.
8. Staff will ensure that all doors are locked, windows and window coverings are closed, and that students are kept away from the windows. If so instructed, students may need to drop to the floor and find cover.
9. No one will be allowed to leave or enter the building until the lock-down has been lifted. Centers will only use their phones in case of an emergency as their lines need to be kept open.
10. The Orland Police Department will notify the Central Office when a lock-down has been lifted.
11. The Central Office will then notify the appropriate center when a lock-down has been lifted. Lock-down signs will be removed.
12. Centers located on a school campus will be notified by a campus official when a lock-down has been lifted. These centers will then notify the Central Office of the lift.

Biological or Chemical Release
1. Staff will call 911 to report the incident and obtain guidance on the risks to children, adults, and facility.
2. Close all windows and doors. Cover bottom of doors with cloth material.
3. Evacuate the facility only upon recommendation by emergency services personnel or if there is reasonable risk to children and staff.
4. If evacuation is required, evacuate center children, students and staff to the relocation site, taking the first aid kit, emergency cards, and sign-in and out binder.
5. Notify the Central Office of the situation.
6. Arrange pick up of center children, and students by family members.

**Bomb Threat/Threat Of violence**
If you are informed of a threat (by law enforcement), follow their instructions:
1. Remain calm.
2. While on the phone, sound the fire alarm. * (follow fire drill procedures 1-5)
3. Do not hang up until you are told to do so by emergency personnel.
4. Evacuate the building as you would for a fire, taking your cordless and/or cell phone, first aid kit, sign-in and out log, emergency cards.
5. Notify the Central Office regarding the situation. They will provide any needed support services (helping transport children and staff, calling parents, delivering keys, being an extra hand, etc.)
6. Continue following the instructions of law enforcement/emergency personnel.
7. Staff and students will be allowed to reenter the facility only after emergency personnel have examined and cleared the building for re-occupancy.
8. If instructed to leave the area, evacuate to your relocation site: 
9. Inform emergency personnel of your relocation site, ask if they can assist with transporting students or children, and leave a note on the building stating you're at the relocation site and list a cell phone number for further information.
10. Contact authorized persons regarding the situation and where to pick-up their students.

If you receive a bomb threat from an anonymous caller, follow the above procedures and contact 911 following evacuation.
* Person who receives the call should attempt to get the following information while caller is on the phone:
  WHEN is it set to go off?
  WHAT kind of bomb is it?
  Approximate age of the caller?
  WHERE is it located right now?
  WHAT sex was the caller?
  Tone of voice?
  Accent?
  Unusual speech mannerisms or phrases?
  Was there any distinguishable background noise?

**Bus Disaster**
N/A

**Disorderly Conduct**
This involves a student or staff member exhibiting threatening or irrational behavior who does not have a weapon. The administrator or designee will initiate appropriate actions, which may include Shelter-in-Place, Lock Down, Evacuate Building, or Evacuate Campus.

**Earthquake**
Earthquake education will be held annually.
The most hazardous dangers may come from injuries caused by falling objects, toppling furniture or structures, a person's body being thrown by the shaking, shattered glass (especially windows and fluorescent light tubes), and broken outdoor power lines.
The following procedures will be followed:
1. When the shaking begins, shout "Duck and Cover".
2. Students will "duck, cover and hold".
   a. Move, turn away from windows and drop to knees.
   b. Duck under tables or other furniture if possible.
   c. Clasp hands behind the neck, bring arms against head (covering ears), close eyes, drop head to knees.
   d. Remain silent and keep that position until shaking has stopped.
   e. Hold on to the furniture. If it moves, move with it. Keep your body under cover.
   f. Alert the students that a loud rumbling noise is an expected part of the earthquake.
3. Staff will duck, cover and hold as the students do.
a. After the students are positioned, if there is no room under the tables, stand in an interior doorway. Brace your back on the side of the door frame, feet slightly forward, knees slightly bent. Cover your head (as in duck and cover) and bend head down slightly, keeping eyes closed. Or, seek cover against an interior wall and protect your head and neck with your arms. Avoid danger spots near windows, hanging objects, mirrors or tall furniture.
b. Monitor the students as the situation allows.
When the shaking starts:
1. Take the students into an interior classroom room with no windows or move away from the windows.
2. Drop and cover as described in #2.c above.
   The building needs to be evacuated before aftershocks occur as additional stress on potential structural damage could cause the building to collapse. When the initial shaking has stopped, evacuate before any aftershocks occur.
1. Each Teacher or staff member will shout out their location and condition.
2. Have a buddy system for leaving the building. Each adult is responsible for the students in their area.
3. Staff will lead students to the designated outdoor area as far away from potential power line damage as possible.
4. Teacher or staff member will take the sign-in and out log or attendance register, first aid kit, and cell phone.
5. Safety Officer will check bathrooms and any other areas where a student may be away from the group. S/he will evacuate students in those areas.
6. If damage has occurred to sections of the usual evacuation route, use an alternative route as practiced in the drills. Be prepared to find doors jammed and debris in the routes.
7. In the building evacuation, the goal is to get all ambulatory persons out. A search team will remove the injured still remaining in the building.
Once at the designated area, complete the following tasks:
1. Account for all persons:
   a. Take roll and report any missing students, staff, children or other associated adults.
   b. Determine what injuries have occurred and administer first aid as needed.
2. Give reassurance to the students to keep them calm.
3. Do not return to the building until it has been declared safe.
4. Notify Central Office of your situation and to request assistance. Listen to the radio. Notify family members if necessary
   Keep the following in mind after an earthquake:
   Avoid touching electrical wires that may have fallen or objects that may be touching or near the lines.
   Turn off the main gas valve. If possible, turn off the main electrical circuit breaker, particularly if you smell smoke or see sparks. Do not use electrical switches or appliances. Turn off the water main if there is evidence that the water lines have been broken or leaking.
   Be careful opening cabinets and closet doors. Anticipate falling objects.
   Tap water may be unsafe to drink. Use your emergency drinking, water or bottled water.
   If you are unable to leave your facility, implement a schedule for staff, making sure there is adequate relief time.

**Explosion or Risk Of Explosion**
Treat the same as Bomb Threat previously outlined.

**Fire in Surrounding Area**
This procedure addresses the situation where a fire is discovered in an area adjoining the school. The initiated response actions should take into consideration the location and size of the fire, its proximity to the school and the likelihood that the fire may affect the school. After calling the local fire department in an effort to determine the seriousness of the fire, the administrator or designee will initiate appropriate actions, which may include Shelter-in Place, Lock Down, Evacuate Building, or Evacuate Campus

**Fire on School Grounds**
Fire drills or drill education will be held monthly.
Procedures, evacuation maps, will be posted and kept current. Each map will indicate location of alarms, fire extinguisher(s), first aid kit, disaster supplies, evacuation routes, exits, location of shut-off for gas, water, and electricity, and outside assembly areas.
1. A staff member indicates a fire by using the fire alarm sounding device. S/he will immediately go the exit door and the students there will follow her/him out to the designated area well away from the building and safe from automobiles or sightseers. If there is a lot of smoke, get down on the floor and crawl from the building.
2. Safety Officer will assist those who need special assistance to evacuate the building.
3. At the same time, a teacher or staff member will get the sign-in and out log or attendance register, First Aid Kit, cordless phone/cell phone, and will go immediately outside to the designated meeting area along the northwest side.
4. Safety Officer/s will check all rooms (bathrooms, etc.) for students, turn off the lights, and close all windows when appropriate. This will contain the fires spread. S/he will take any remaining students with him/her.
5. When everyone has arrived at the designated meeting area, Teacher will take roll using the sign-in and out log or attendance register, to determine that all are present.
6. Staff member or teacher reports the fire.
7. A trained staff member will be in charge of first aid.
8. Safety Officer notifies the Central Office. NEVER RE-ENTER A BURNING BUILDING!
9. Evacuate center students and staff members to relocation site and contact family members.
Use fire extinguisher if it is safe to stay in the area while doing so. If the fire is MAJOR, assign one person to shut off the electricity and other to shut off the utilities.
Check your posted fire drill procedures for specifics.

FLOODING
In case of school closure due to flooding prior to school starting, the following will occur:
1. The Assistant Superintendent (or Deputy Director in Assistant Superintendent’s absence) will assess the situation as early in the day as possible to make a decision regarding closure. S/he will contact the Superintendent to finalize the decision.
2. If closure is decided, the Assistant Superintendent (AS) or Deputy Director (DD) will contact the appropriate manager(s).
3. Managers will notify the teaching staff (and non-teaching staff as needed).
Staff will then notify appropriate students regarding school closures.
4. The AS or DD will call 345-6397 to report closures to be broadcast on the following radio stations: 1290 AM, 1340 AM, 103.5, FM 95.1 FM (English speaking stations) and 97.7 FM (Spanish-speaking station).
In case evacuation is declared by the Office of Emergency Services (OES, our local Sheriff’s Office) during center or site operations, the following will occur:
A. For voluntary evacuation: (Centers/sites will be evacuated at this stage)
1. Central Office staff will notify centers or sites of any possible emergency evaluation plans declared by the OES.
2. Center staff will contact authorized persons to pick up their family members.
3. Staff will secure center/site and leave.
4. After students, staff, and others have left, the teacher, principal or staff member notifies the Central Office that the evacuation is complete and then leaves.
B. For mandatory, but not immediate evacuation:
1. Follow steps for voluntary evacuation.
C. For immediate mandatory evacuation:
1. Central office will contact center/site.
2. Staff will take sign-in and out log or attendance register and first aid kit (with emergency cards and phone numbers).
3. Evacuate students in vehicles (ask emergency personnel for help).
4. Secure the center/site if time allows.
5. After the students and staff are evacuated, the teacher/director will notify the Central Office that evacuation is occurring.
6. Orland area residents are evacuated to the Orland Fairgrounds.

LOSS OR FAILURE OF UTILITIES
If a power outage occurs:
1. Remain calm.
2. Have the students stay where they are ("freeze") until you can obtain alternate lighting from flashlights.
3. If the weather allows, evacuate the building. Transfer activities outdoors if rooms are too dark to use.
4. If the weather is too cold or rainy, keep the students indoors.
5. Keep the students as comfortable as possible.
7. If the power outage is extended, contact the Central Office for instructions.

MOTOR VEHICLE CRASH
This procedure addresses situations involving a motor vehicle crash on or immediately adjacent to school property.
Given the nature of the crash, there may also be a danger from a fuel spill, which should be considered when deciding which action(s) to take.
The administrator or designee will initiate appropriate actions, which may include Duck & Cover, Shelter-in-Place, Evacuate Building, or Evacuate Campus.

**Psychological Trauma**

**THREAT ASSESSMENT**

Call the Crisis Hotline 24/7  1-800-507-3530

When the administrator or designee determines that there has been an event that causes a psychological impact on students and/or staff, such as an act of violence; the death of a student or staff member; an earthquake or other natural disaster; a serious environmental problem; or ethnic and racial tensions, he or she should contact the director of student services at the central office to request the services of the GCOE School Resource Chaplains. Emergencies like these usually produce one or more of the following conditions: temporary disruption of regular school functions and routines, significant interference with the ability of students and staff to focus on learning, physical and/or psychological injury to students and staff, and concentrated attention from the community and news media. As a result of such emergencies, students and staff may exhibit a variety of psychological reactions. As soon as the physical safety of those involved has been insured, attention must turn to meeting emotional and psychological needs of others.

Note: If a threat is made during an after-school program or event, and no school or district personnel are available, call 1-800-SUICIDE or 1-800-272-TALK for help. Inform the principal of the incident and actions are taken injuries or no injuries.

**Suspected Contamination of Food or Water**

This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by central office staff or local agencies. Indicators of contamination may include unusual odor, color, taste, or multiple employees with unexplained nausea, vomiting, or other illnesses. The administrator or designee will isolate the suspected contaminated food/water to prevent consumption, and will restrict access to the area. Second, the administrator or designee will notify the district safety coordinator of the problem and await further instructions. Meanwhile, a list will be made of all potentially affected students and staff, which will be provided to responding authorities. Law enforcement should be contacted if there is evidence of individuals purposefully contaminating the food or water source.

**Unlawful Demonstration or Walkout**

An unlawful demonstration or walkout is any unauthorized assemblage on or off campus by staff or students for the purpose of protest or demonstration. Upon indication that an unlawful demonstration or walkout is about to begin, personnel should immediately notify the administrator or designee. The administrator or designee will initiate the Shelter-in-Place action. Students who ignore this action and leave campus shall be asked to sign his or her name and record address, telephone number and time entered or departed. If students leave the campus, the administrator or designee will designate appropriate staff members accompany them. These staff members will attempt to guide and control the actions of students while offsite. The administrator or designee should proceed in good judgment on the basis of police or other legal advice, in taking action to control and resolve the situation.
## BrightThinker® 2022-2023 Course List

### English Language Arts
- Kindergarten English Language Arts
- Kindergarten Phonics, Spelling, & Penmanship
- 1st Grade Grammar & Penmanship
- 1st Grade Phonics & Spelling
- 1st Grade Reading & Composition
- 2nd Grade Grammar & Penmanship
- 2nd Grade Phonics & Spelling
- 2nd Grade Reading & Composition
- 3rd Grade English Language Arts*
- 4th Grade English Language Arts*
- 5th Grade English Language Arts*
- 6th Grade English Language Arts*
- 7th Grade English Language Arts*
- 8th Grade English Language Arts*
- Creative Writing
- English I
- English II
- English III
- English IV
- Literary Genres
- Speech Communication

### Science
- Kindergarten Science
- 1st Grade Science
- 2nd Grade Science
- 3rd Grade Science
- 4th Grade Science
- 5th Grade Science
- 6th Grade Science
- 7th Grade Science
- 8th Grade Science
- Anatomy & Physiology
- Aquatic Science
- Astronomy
- Biology
- Chemistry
- Environmental Systems
- Integrated Physics & Chemistry
- Medical Microbiology
- Physics

### Social Studies/History
- Kindergarten Social Studies
- 1st Grade Social Studies
- 2nd Grade Social Studies
- 3rd Grade Oklahoma State History
- 3rd Grade Social Studies
- 4th Grade California State History
- 4th Grade Texas State History
- 4th Grade United States Geography
- 5th Grade United States History
- 6th Grade World Cultures
- 7th Grade Ancient World History
- 7th Grade Texas State History
- 8th Grade United States History
- Economics
- United States Citizenship
- United States Government
- United States History
- World Geography
- World History

### Mathematics
- Kindergarten Mathematics
- 1st Grade Mathematics*
- 2nd Grade Mathematics*
- 3rd Grade Mathematics*
- 4th Grade Mathematics*
- 5th Grade Mathematics*
- 6th Grade Mathematics*
- 7th Grade Mathematics*
- 8th Grade Mathematics*
- Algebra I
- Algebra II
- Geometry
- Math Models
- Precalculus

### Key
- ☑ 1 semester
- ☑ 2 semesters
- ☑ online
- ☑ paper
- ☑ Accom/Mod online
- * Prescriptive/CREX
### HEALTH/PE
- 2nd Grade Health
- 3rd Grade Health
- 4th Grade Health
- 5th Grade Health
- 6th Grade Health
- 7th & 8th Grade Health
- Health I
- Lifetime Fitness & Wellness Pursuits

### CAREER & TECHNICAL EDUCATION
- Accounting I
- Advertising
- Audio/Video Production I
- Business Management
- Child Development
- Counseling & Mental Health
- Entrepreneurship
- Human Resources Management
- Medical Terminology
- Money Matters
- Personal Finance
- Principles of Business, Marketing, & Finance
- Principles of Education & Training
- Principles of Government & Public Administration
- Principles of Health Science
- Principles of Human Services
- Principles of Law, Public Safety, Corrections, & Security
- Psychology
- Sports & Entertainment Marketing
- Video Game Design
- Virtual Business
- Web Communications
- World Health Research

### ELECTIVES
- 3rd Grade Art
- 3rd Grade Music
- 4th Grade Art
- 4th Grade Music
- 5th Grade Art
- 5th Grade Music
- Middle School Art
- Middle School Investigating Careers
- Middle School Music
- Middle School Theater
- Art History
- Bible Literacy New Testament
- Bible Literacy Old Testament
- Career Preparation I
- College & Career Transitions
- Logic I
- Logic II
- Music Appreciation

### LANGUAGE OTHER THAN ENGLISH
- Spanish I

### STAAR® STUDY GUIDES
- 5th Grade Math STAAR®
- 5th Grade Science STAAR®
- 8th Grade Math STAAR®
- 8th Grade Science STAAR®
- 8th Grade United States History STAAR®
- Algebra I STAAR®
- Biology STAAR®
- United States History STAAR®

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### GED® COURSES
- GED® Language Arts
- GED® Mathematical Reasoning
- GED® Science
- GED® Social Studies

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English I

2 Semesters

English I launches a four-year journey to prepare students for college-level language arts skills. Students practice reading, writing, and editing to prepare for formal exams and tests as well as for their future careers. In this course, students analyze various classics, such as *The Odyssey* and *Romeo and Juliet*. The course requires students to obtain and read two other books to understand plot development and the structure and organization of longer texts. To help students in their activities, assignments provide specific genre models, outlines, and rubrics. For example, the step-by-step method of writing a research paper guides students to create a polished paper with MLA citations. Also, opportunities to discuss, present, and interact assist students in their listening and speaking skills.

English II

2 Semesters

English II begins with a review of the fundamentals of grammar, reading, and essay writing that began in English I. Students then move on to more complex tasks, such as analyzing a book of their choice and writing for various genres. The course expands students' vocabulary through word study and analyzing context in diverse literary and informative texts. Students dig into the purposes of language in persuasive media and political texts. Additionally, the formal research paper is adapted into a multimedia presentation. The last two units of the course move from analyzing classical literature to a book study, opening a discussion of various relevant cultural issues in modern society.

English III

2 Semesters

In English III, students will focus on the development of American Literature and compare it with other ideas and forms of literature from around the world. Students will review the basics of the language arts and scaffold each with practices of increasing complexity to meet the required grade-level objectives of analytical thinking. Engaging in a step-by-step process, students will learn to write complex analyses and argumentative papers. Students will also learn principles in research, teamwork, discussion, and presentation. The text that should accompany the course is the musical *Fiddler on the Roof* by Joseph Stein. Students will highlight literary devices as well as the ideas of immigration and cultural assimilation with supporting literature. Additionally, students will explore college and career planning and learn tips for discerning factual information in technology today.

English IV

2 Semesters

English IV emphasizes the interpretation of various types of literature from different time periods. The genres covered include fiction, drama, and poetry. The dramatic play *Cyrano de Bergerac* is read and studied for its use of language to convey dilemmas and themes. Poetry studies include a survey of British poetry as well as ancient and modern poetry from various cultures and periods. Students are also given a wide range of writing assignments. For example, students produce a fiction story and a script. They also write essays evaluating literary elements. The course also includes research and writing arguments with logic. These various writing assignments help prepare students for end-of-course and SAT essay writing. Coverage is also given to analyzing and evaluating media and speeches, as well as using presentation and discussion skills.
**8th Grade Mathematics**

This course emphasizes the application of mathematics to real-life scenarios, helping students build skills in problem solving. Topics include expressions, equations, relationships, proportions, geometric shapes, measurements, and the use of information. The course emphasizes interpreting and creating graphs and charts that can express, describe, and apply data. Students are also instructed in finance, especially personal financial literacy. This course ensures that students have mastered the basic skills needed to enter high school mathematics courses.

**Algebra I**  
2 Semesters

Algebra I is a common starting point for high school math studies. A review of fundamental math skills in Unit 1 ensures students are ready for algebraic concepts. Math competence grows as students learn to solve expressions, equations, and inequalities using formulas, ratios, proportions, percentages, and rates. Other concepts covered include identifying functions, understanding patterns and sequences, solving direct and inverse variation, memorizing slope formulas, writing and graphing linear equations, and learning systems of equation and inequality. The course covers exponent rules to work and solve exponential functions, operations with polynomials to solve quadratic functions and equations, and the various methods to graph, factor, simplify square roots, complete the square, and use the quadratic formula. Using tables and graphs, students analyze and organize data and statistics using linear, quadratic, and exponential models. The standard assessment questions throughout the course help the students complete the course successfully and prepare for new concepts in Geometry.

**Algebra II**  
2 Semesters

In Algebra II, students will consolidate and build on knowledge acquired in Algebra I. After a review of Algebra I concepts, students will take an in-depth look at linear equations, inequalities, and functions. Students will be introduced to matrices, apply Cramer's Rule in solving linear systems, and solve graphs and equations of conic sections. Using graphs, factoring, and the quadratic formula, students will solve quadratic equations, inequalities, and functions. Students will investigate how to graph, factor, invert, and solve polynomials; and they will solve rational expressions, radical expressions, fractional exponents, and rational inequalities. Students will examine the properties, transformations and applications of exponential and logarithmic functions. Applying probability and data analysis, students will determine probability and model data. The final Unit will present trigonometric concepts to prepare students advancing to trigonometry.

**Geometry**  
2 Semesters

High School Geometry deals primarily with two-dimensional Euclidean geometry and solid geometry, promotes development of logical reasoning skills, and is useful in many life situations. The course begins with the fundamental concepts of line segments and angles. Students progress to conditional statements, geometric and algebraic proofs, and line relationships. In studying polygons, students learn the properties of triangles, quadrilaterals, and circles, along with geometrical concepts, including the Pythagorean Theorem and the relationship of π (pi) to the circumference and area of a circle. In the study of solid geometry, students learn how to determine area and volume for prisms, cylinders, pyramids, cones, and spheres. Students apply the geometric skills learned working with ratios, similarities, transformations, and symmetry before concluding the course with an inquiry into the fundamentals of trigonometry.
Astronomy 2 Semesters
Beginning with a look at astronomy’s history, students will recognize the contributions of Ptolemy, Copernicus, Galileo, and Newton to humankind’s understanding of the universe. The second Unit investigates telescopes and detectors, including radio receivers. Examining the characteristics and processes of the Sun will be followed by a look at the terrestrial planets: Mercury, Venus, and Mars. After studying the Earth-Moon system, students will explore facts about the minor planets, Jupiter, Saturn, and the outer planets. Moving beyond the solar system, students will learn the characteristics of stars, galaxies, and other deep space objects. Students will better appreciate the night sky after learning the constellations and discover the origin and fate of the universe with an inquiry into impermanence, special and general relativity, and cosmology.

Biology 2 Semesters
In Biology, students develop an appreciation for the living world. A brief history of biology followed by an investigation of the basic unit of life—the cell—prepares students for deeper research. Students explore topics concerning genetics, including meiosis, heredity, and DNA. Students consider natural selection, origin of life theories, and the mechanics of evolution. An exploration of “little critters” such as bacteria precedes a study of plant structures, processes, and reproduction. Students inquire into animal behavior and characteristics as they study invertebrates, amphibians, reptiles, birds, and mammals, among others. An inspection of nutrition and disease leads students to examine human body systems. The course concludes with an analysis of the interdependence of living things in ecosystems.

Chemistry 2 Semesters
A foundational branch of physical science, the principles and laws of chemistry find many applications in business, technology, health care, and other fields outside traditional scientific areas. Beginning with a look at measurements, calculations, data analysis, and the scientific method, students investigate the properties of elements, compounds, and mixtures. A survey of the history of theories of atomic structure leads students to Mendeleev’s periodic table and an inspection of periodic law. Next, students apply atomic theory in the study of molecular and chemical bonding interactions through chemical formulas, reactions, and stoichiometry. Students’ knowledge expands as they learn about the states of matter, gas laws, solutions, acids and bases, thermochemistry and reaction kinetics, and oxidation-reduction reactions. The course concludes with inquiries into organic chemistry, biochemistry, and nuclear chemistry. Throughout the course, there are lab investigations, including video labs, to reinforce scientific concepts and skills.

Environmental Systems 2 Semesters
In Environmental Systems, students will learn about different Earth systems, how they interact with each other, and how humans impact these systems. Students will look at the scientific bases for land, water, atmosphere, and biosphere systems; discuss several environmental problems; analyze possible solutions; delve into laws already in existence; and discuss any possible future laws. Critical thinking will be required, as well as the ability to argue points from both sides of an issue. Throughout the course, there will be lab investigations, including video labs, to reinforce scientific concepts and skills.
Integrated Physics & Chemistry (Physical Science)  
2 Semesters

In Integrated Physics & Chemistry (IPC), students will learn many fascinating chemistry and physics concepts. Students will have a brief introduction to the scientific method, lab safety, and the metric system. The study of chemistry will begin with the atomic theory and the Periodic Table, applying theory to develop chemical formulas and balance equations. The course will include investigations into acids and bases, gas laws, and nuclear chemistry. Students will explore Newton’s laws of motion and other physics concepts including mass, force, motion, velocity, acceleration, gravity, and energy. A study of electricity and magnetism, simple machines, the laws of thermodynamics, and energy waves will round out the physics portion of the course. Throughout the course, students will perform lab investigations, including video labs, to reinforce scientific concepts and skills.

Medical Microbiology  
2 Semesters

Medical Microbiology explores the world of microorganisms that are responsible for causing illness. Students learn about the common bacteria, viruses, and protists that lead to sickness and disease in humans. Medical Microbiology delves into different ways these germs and diseases can spread from person to person, throughout a community, and eventually around the globe while discussing the best practices for stopping them from spreading. Students look into different medications and how they work to kill or slow the growth of different microorganisms. Students also research why some antibiotic medications are no longer effective against the bacteria that cause disease. Medical microbiology teaches laboratory skills, including how to effectively grow and isolate different colonies of microorganisms in petri dishes.

Physics  
2 Semesters

In Physics, students will learn concepts, including matter and energy, motion and force, speed, velocity, and acceleration in order to better understand how the universe behaves. A survey of the historical development of physics as a foundational branch of science will lead to recognition of the contributions of Newton, Einstein, Planck, and others. Students will apply physics concepts as they study gravity and acceleration, momentum, motion, and energy. The concepts of work and power will become evident as students learn how machines use torque and force to accomplish work. Students will recognize the roles of each fundamental force and will investigate electrostatics, thermodynamics, wave forms, particles, and quantum physics. Following an examination of the nucleus, radioactivity, fission, and fusion, the course will conclude with the theories of special and general relativity. Throughout the course, there are will be investigations, including video labs, to reinforce scientific concepts and skills.
**8th Grade Social Studies**

8th Grade Social Studies employs an integrative approach to the teaching of U.S. history to 1877 with an emphasis on geography, government, economics, culture, science, and technology. Students learn how early explorations and the development of the first colonies led to the union of 13 states into one nation. Students examine and analyze important founding documents, including the Declaration of Independence and the U.S. Constitution. A survey of historical events reveals how Americans embraced the idea of Manifest Destiny and expanded the nation across North America. Students follow and analyze the complex issues leading up to the American Civil War. The course concludes with a look at post-war issues.

**Economics**

Economics begins with a survey of the basic principles concerning production, consumption, and distribution of goods and services within the free enterprise system. Students examine the rights and responsibilities of consumers and businesses; analyze the interaction of supply, demand, and price; and study the role of financial institutions. Types of business ownership, market structures, and basic concepts of consumer economics are surveyed. The impact of a variety of factors including geography, governmental intervention, economic philosophies, historic documents, societal values, scientific discoveries and technological innovations on the national economy and economic policy are an integral part of the course. Students apply critical-thinking skills when creating economic models and evaluating economic activity patterns. Students also examine the knowledge and skills necessary for self-supporting adults to make critical decisions relating to personal financial matters, such as seeking college financial aid, using credit wisely, and balancing financial accounts.

**United States Citizenship**

This course is designed to help prepare immigrants to be successful when completing the naturalization process. It includes steps to becoming a U.S. citizen, how to apply online, and what to expect during the naturalization interview. Students will learn key words and grammar needed to understand the interview questions. Students will also learn about the U.S. system of government, rights and responsibilities, American history, U.S. geography, and symbols and holidays.

**United States Government**

U.S. Government commences its examination of American democracy with a general overview of the purpose, types, origin, and formation of governments. Students explore how colonial self-rule, English law, and weaknesses in the Articles of Confederation influenced the formation of the U.S. Constitution. Students then investigate the principles of the Constitution and the federal system. The purpose, powers, and relationships among the American institutions of self-government—Congress, the Presidency, and the Judiciary—are examined as well as federal, state, and local governments. Students learn about civic responsibility, including voting and participating in the governmental process. They gain an understanding of the functions and organization of political parties, the evolution of the two-party system, and the influence of public opinion and political ideology on government decisions.
United States History 2 Semesters

United States History details the American story from the Reconstruction (1877) to the present day. Beginning with western expansion, students analyze the impact of events including the rise of cities and capitalism, the Alaska Purchase, and the Spanish-American War. The course details technological advances including the assembly line and harnessing electricity, as well as societal reform. Students then discuss how this progress influenced American prosperity. Students consider America’s rise to a world power during World War I before probing the events leading up to World War II, including the Great Depression. Students examine World War II and its consequences, including the Cold War and Korean War. The course then moves to 20th-century history, including the Reagan era and the Persian Gulf War, concluding with a look at recent events, including the War on Terrorism.

World Geography 2 Semesters

In World Geography, students will learn the six essentials of geography: spatial terms, places and regions, physical systems, human systems, environment and society, and uses of geography. After a broad survey of Earth’s structure, hydrosphere, and climates, the focus of each Unit will narrow to a particular region of the world. By examining the physical geography of each region, including water resources, climate, vegetation, and natural resources, students will understand the influence of geography on economic activities, human culture, and history. In addition, students will investigate the impact of human activity on the environment, including pollution and development, and consider the implications of continued activity.

World History 2 Semesters

World History is a survey of the development of civilizations from prehistoric times to the present. The journey begins with ancient civilizations including Mesopotamia, Egypt, and China, and traces the foundations of Western civilization to ancient Greece and Rome. Students analyze developments in Africa, Asia, and Europe during the Middle Ages, including the Crusades. This course covers how the Renaissance and Reformation provided a springboard for the Age of Reason and the Scientific Revolution. An inquiry into events such as the American War of Independence and French Revolution prepares students to consider the great advances and social upheaval sparked by the Industrial Revolution. Units probe the causes, events, and consequences of the two World Wars and the rise and fall of Communism. The course concludes with a look at developments shaping current events.
Child Development

Recommended Prerequisite: Principles of Human Services

Child Development prepares students to understand the physical, social, emotional, and intellectual growth and development of children. The course is designed to help young people acquire knowledge and skills essential to the care and guidance of children as a parent or caregiver. Emphasis is on helping students create an environment for children that will promote optimum development. Students also investigate careers in child development.

Counseling & Mental Health

This course is a Career and Technical Education course for use in the Health Sciences or Human Services career pathways. The course covers general topics for personal and professional development (soft skills), such as time management, critical thinking and problem-solving, communication, team building, ethics, and character. It also focuses on many mental health topics, including the history of mental health care, modern mental health care systems, the nervous system, mental health across life stages, stress, depression, and other mental disorders.

Students research the professional development of workers in the mental health field, such as scope of practice, ways to recognize abuse, and methods for adapting to change. Student and professional organizations for career development are discussed as well. The course ends with activities exploring careers and researching training opportunities.

Entrepreneurship

The Entrepreneurship course is designed to grow students' passion for starting, growing, and excelling in business ventures. Students explore the basics of starting a business from brainstorming great concepts to execution and profitability. Entrepreneurship includes more than just starting businesses. It explores the ventures of product development, marketing, distribution, and sales. Students expand their knowledge in the areas of proper product and service pricing, financial planning and growth, accounting and bookkeeping, fundraising, marketing research, and business law. The course asks students to practice the knowledge and skills they gain by developing and writing a business plan for their very own business venture. Students gain a complete understanding of what it takes to make a business a success and possibly a desire to actually start their own companies.

Human Resources Management

Human Resource Management (HRM) is vital to every organization. In this course, students will discover the role of the human resource manager. They will define the role, as well as policies, procedures, and legal requirements within the role. Students will also cover the life cycle of the employee, including hiring practices, training, labor laws, discipline, reward, benefits, and termination. Students will discover how to be human resource professionals as liaisons for both the organization and the employees. Students will learn how to enforce employer responsibilities while protecting employee rights. Through a better understanding of human resource management, students will learn how to become better managers and employees in the future.

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Medical Terminology 2 Semesters
Medical Terminology is a course for students with an interest in the medical field. This course provides students with knowledge of Latin and Greek roots, prefixes, and suffixes in addition to combining forms and eponymous terms related to the many systems of the human body. Students are also able to learn more about the many professions, specialists, and treatment plans associated with different areas of the body. This course introduces new ways of looking at the body through the lens of medical terms and their origins.

Money Matters 2 Semesters
Money Matters is a CTE course introducing students to basic financial concepts, institutions, and careers. Students will explore professional business practices before surveying financial industry careers. They will then investigate business types and the rights of consumers. A survey of banking is followed by an investigation of credit, loans, and identity theft. Students will examine economic concepts including unemployment, inflation, international business, and the role of the Federal Reserve System. Before exploring taxes and financial records, students will learn the importance of investing and analyze how different types of investments can contribute to a sound portfolio. The course concludes with a look at managing risk through the use of insurance products. Practical projects include reconciling a bank account, preparing a federal income tax Form 1040, and creating a budget.

Personal Finance 1 Semester
The Personal Finance course introduces students to strategies and practices that empower them to manage their money wisely. Students first perform a self-analysis to discover their money personality. A study of good consumer habits includes a comparison of renting and buying. Students learn the steps to building wealth, including building an emergency fund, evaluating and embracing risk when investing, and using credit sparingly and wisely. A survey of consumer rights accompanies the steps recommended to protect one’s personal information. Students survey types of insurance and evaluate the role of each in limiting personal financial risk. The course concludes with an entire Unit dedicated to evaluating higher education opportunities, costs, and funding.

Principles of Business, Marketing, & Finance 2 Semesters
The Principles of Business, Marketing, & Finance course will expand the student’s knowledge in the many areas of business and free enterprise. The majority of the course will take a comprehensive look at business disciplines such as analyzing goods when compared to services, economics, financial management, principles of personal finance, marketing, the global economy, and government in business. Students will gain soft skills, such as understanding business ethics, leadership, and the management of employees. Students will also gain hard skills, such as product management, finances, marketing campaigns, and sales. The course will then take a practical look at career opportunities in business and the professional skills needed to excel within the industry. Students will finish the course with a broad grasp on the principles of starting, operating, and managing a successful company.
Middle School Music

Taking a more classical approach, the study of music in middle school teaches students the instruments of the orchestra and the classical voice ranges with exemplary performance examples. Students also learn how to notate musical scores, sight read using solfège and Curwen hand signs, and critically compare art music performances. Students enrolled in the middle school music course learn the difference between a genre and a style and the parts of sonata form. The middle school music course also introduces a more expansive world view of music with entertaining and interactive tools for learning.

Middle School Theater

In Middle School Theater, students incorporate the study of theater, dialogue, music, and dance to offer unique experiences that help students explore realities, relationships, and ideas. The foundations of theater include inquiry and understanding, creative expression, historical and cultural relevance, and critical evaluation and response. Through these foundations, students develop a perception of self, human relationships, and the world using elements of drama and conventions of theater. Through Projects and exercises, students communicate in a dramatic form, engage in artistic thinking, build positive self-concepts, relate interpersonally, and integrate knowledge with other content areas in a relevant manner. Through study of historical and cultural relevance, students increase their understanding of heritage and traditions in theater and the diversity of world cultures as expressed in theater. Through critical evaluation and response, students develop the ability to appreciate and evaluate live theater.

Art History

Art History will help students develop skills to recognize and appreciate the diversity of art. Students will begin with prehistoric and ancient art before progressing to the classical art of the Greeks and Romans. Students will survey medieval art before exploring the Renaissance. The use of light and shadow to evoke emotion during the Baroque period will impress students, as will the whimsical style of the Rococo period. Students will contrast the Neoclassical return to idealized subjects with the Romantic era's imagination. Appreciation of art will grow as students study Impressionist and Post-Impressionist artists such as Monet and Van Gogh. The course will conclude with students tracing modern art movements, including expressionism and minimalism, as well as conceptual art and artists, including Rodin, Picasso, Mondrian, and O'Keeffe.

Bible Literacy New Testament

The New Testament (NT) course will equip students with a basic literacy of the NT scriptures. To begin, students will explore the history and characteristics of the NT, survey each book, and recognize the centrality of Jesus of Nazareth. An inquiry into the Christian era will inform students of the NT impact on children, slavery, women, marriage, and education. Students will investigate the profound influence of the NT on politics, limited government, and the concept of justice as seen in important American events including the American Revolution and the U.S. Constitution. Students will understand the effect of the NT on literature after reading selections from Great Expectations, Uncle Tom's Cabin, and other literature. The course will conclude with an examination of artwork related to NT events including the life, death, and resurrection of Jesus Christ.
Bible Literacy Old Testament

The Old Testament (OT) course will equip students with a basic literacy of the Hebrew scriptures. The course will begin with an examination of the major divisions, authorship, and translations of the OT before surveying each individual book. The second Unit will examine the impact of the OT on worldview, society and morals, family, human fallibility, modern science, and the value of human life. Students will recognize the impact of Hebrew scriptures on important events and historical documents including the Reformation, the Magna Carta, and the U.S. Constitution. Next, students will probe the influence of the OT on language, culture, and literature, including Shakespeare’s Macbeth, Handel’s Messiah, Milton’s epic poem Paradise Lost, and spirituals. The course will conclude by introducing students to the influence of the OT on artworks, including The Creation of Adam by Michelangelo.

Career Preparation I

In Career Prep, students are given tools to be successful in future careers. The career clusters and their associated career paths are the focus of the course. Students will learn how to survey the job market, fill out paperwork, and thrive in the workplace. Students will create an electronic portfolio throughout the course. The portfolio includes letters of interest to employers, résumés and cover letters, interview preparation documents, a career plan, and other reports. The course is designed for students who are currently working and can leverage real-life experience into their course projects.

College & Career Transitions

This course is designed to equip students with the knowledge, skills, and abilities necessary to be active and successful learners, both in high school and in college. Students examine numerous research-based learning strategies that are proven to lead to academic success, such as goal setting, effective time management, handling stress, note-taking, active reading, test-taking strategies, and conducting research. In the College and Career Transitions course, students will research financial scholarships and grant opportunities, complete applications, and explore technical schools, colleges, and universities. With the increased emphasis on career and college readiness and post-secondary education, students need a course that will provide opportunities to meet these post-secondary goals in grades 9–12.

Logic I

The Logic I course will improve the critical-thinking skills of students through the study of informal logic. The course will challenge students to evaluate whether humans are rational or emotional beings. The majority of the course will explore occurrences of faulty reasoning, known as logical fallacies. Students will learn to recognize and expose fallacies when evaluating and critiquing arguments. Fallacies covered will include appeal to fear, irrelevant thesis, straw man, false analogy, red herring, and misuse of statistics. Students will apply the study of types, components, and principles of argumentative dialogue in preparing a dialogue of their own. During the course, students will consider and analyze Aesop’s Fables and “The Cave” by Plato. The course will conclude with a comprehensive review of fallacies and a preview of formal logic.
Logic II

Logic II will introduce students to the world of formal Aristotelian logic. Students will use classical tools, including the Porphyrian tree and Euler circles to translate arguments into propositions organized within the categorical form. Students will also learn to analyze the validity of arguments using the square of opposition, terminological rules, Venn diagrams, and the Barbara, Celarent, Darji, Falia mnemonic. Students will conclude the course with an evaluation of presuppositional disputes and a survey of hypothetical syllogisms.

Music Appreciation

This course is designed to help the nonmusician understand music basics, including such topics as reading a musical score, melody and harmony, rhythm, music history (styles by period), music theory, musical genres, instruments, orchestration, and arrangement. The course even covers the creation of musical scores using popular music arrangement software. Other topics include the science of musical sound, health and wellness for performers, classical symphony concerts, and etiquette when attending. The course strives to help nonmusicians gain an understanding of the world of music and become well-rounded individuals.

LANGUAGE OTHER THAN ENGLISH

Spanish I

Spanish I is an introduction to Spanish language and culture and focuses on the four key areas of foreign language study: listening, speaking, reading, and writing. The primary purpose of the course is to prepare students to be college-ready, well-rounded global citizens who can communicate effectively in Spanish and are aware of the cultural influences of Spanish and Latino heritage at home and abroad. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to basic requests and questions, understanding and using appropriate greeting and forms of address, and participating in brief guided conversations on familiar topics. Students will be expected to master proper verb conjugation. As part of the course, students will be provided opportunities to read, write, listen to, and speak Spanish while they work toward becoming linguistically and culturally literate.
PUBLIC NOTICE

Notice is hereby given that the Glenn County Board of Education will hold a public inspection for the adoption of new textbooks/curriculum for Success One! Charter School at 131 E Walker Street, on February 23, 2023. The proposed curriculum is being displayed at 129 E Walker Street, Orland. The Public Hearing for the adoption will be held on March 23, 2023 starting at 4:10 P.M. at 311 S Villa Avenue, Willows.
VISION STATEMENT

Every resident of Glenn County shall have available the educational and career readiness programs, and academic and career counseling necessary to maximize their individual potential to lead a successful and healthy life.

MISSION STATEMENT

The Glenn County Board of Education shall work tirelessly and collaboratively to establish comprehensive educational and growth opportunities for all residents of Glenn County in a safe school environment.

To promote success, the Glenn County Board of Education for the 2023 calendar year will:

- Continue to review and support programs sponsored by the Glenn County Board of Education that provide the high school and adult population a realistic opportunity to complete their high school diploma while simultaneously gaining the skills and training necessary for a successful career or college entrance;
- 1. Monitor the number of seniors that graduate by school;
   2. Continue support to increase achievement on state testing;
   3. LCAP will be adjusted based on review of student achievement and success;
   4. Provide more skill based class offerings;
   5. Occupational training opportunities will be made to incarcerated individuals to the fullest allowable extent
   6. Promote the STEM Expo and STEAM Learning;
   7. Establish liaisons with school districts; and,
   8. The board will monitor truancy and absenteeism issues through SARB.

- Develop sustainable revenue sources in cooperation with the Superintendent; develop means of sustainable revenues.
  1. Rusty Wagon
  2. Explore investment strategies

- All Glenn County Board members will stay up to date by attending a conference, training, or webinar annually.
- Will attend liaison duties.
- The board will be kept informed of new school laws/regulations.
Our Vision

The Siskiyou County Office of Education provides quality assistance and resources to schools as they deliver equitable learning opportunities for all students through:

- Transformational Professional Development
- Educational Support
- Health Services
- Fiscal Services
- Technology Services
- Community Collaboration

as together we prepare our students to be productive citizens of the 21st century.

Our Mission

Providing Educational Leadership, Resources and Services to Districts and Schools to Ensure Learning for All Students
Trinity County

Our Vision
By providing effective leadership, in collaboration with parents, school staff and the community, our vision is that all students will be encouraged to be life-long learners and have the access and support necessary to be college and career-ready.

Our Mission
It is our mission to provide meaningful services and leadership to assist school districts in meeting the current and future needs of all Trinity County students.

Modoc County

Children are our highest priority

Our professional staff will act to ensure that all children are prepare to learn and all students receive exceptional instruction in a safe and conductive learning environment.

Message to the Community
One Team, One Vision, Together we serve

Motto:
Look for solutions, not problems
Vision
Our vision for all students in Shasta County: A supportive, rigorous education that results in resilient, resourceful young people who think critically, work collaboratively, embrace diversity, and maintain lifelong curiosity.

Mission
To be leaders in educational excellence, offering support to schools and community to ensure Shasta County students receive a quality education preparing them for high school graduation and success in career and college.

Core Values
Service to and engagement of school districts, community partners, and each other for the benefit of all students.
Hopeful and helpful
Aspire to improve and innovate
Shared humor and joy
Trustworthy
Attract, hire, and retain the best employees

The Shasta County Board of Education works in conjunction with the Shasta County Office of Education to develop and fulfill its goals.
Facilities Board Report for Thursday February 23, 2023

- Signs
  o Glenn Success Square- **Information Only**
    - Building permit package still in progress.

- Facilities
  o Grant Funded Construction Projects- **Information Only**
    - Little Bridges Preschool: Rough-in electrical and plumbing are complete; exterior door frames are installed, lower portion of the wall is prepped for brick veneer, Roof installed. (see attached schedule for more information)
    - Digital Media Arts: Rough-in electrical and plumbing are 80% complete, exterior door frames are installed, lower portion of wall is prepped for brick veneer, roof not installed. (see attached schedule for more information)
<table>
<thead>
<tr>
<th>Work Items</th>
<th>January/February</th>
<th>February</th>
<th>February</th>
<th>February</th>
<th>Workdays Ahead (+) or Behind (-) Master Schedule</th>
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<tbody>
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<td><strong>Building Shell LB Preschool</strong></td>
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<td>Brown coat</td>
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<td>Install metal siding</td>
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<td><strong>Building Shell WF Arts Building</strong></td>
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<td><strong>Interior Work L.B. Preschool</strong></td>
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<td>Mechanical rough in Little Bridges</td>
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<td>Fire Sprinkler Rough in Little Bridges</td>
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<td>Insulate walls and ceiling</td>
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<td>Hang drywall</td>
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<td>Tape &amp; Texture</td>
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<td>End of February</td>
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<td><strong>Interior Work WF Media</strong></td>
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<td>Mechanical rough in</td>
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<td>Electrical rough in</td>
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<td>Plumbing rough in</td>
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<td>Fire Sprinkler Rough in</td>
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<td><strong>Underground utilities</strong></td>
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<td>Install fire water service</td>
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<td>Domestic water</td>
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<td>Storm drain</td>
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<td>Safety Meeting</td>
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<td>Coordination Meeting</td>
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**CC:** PM / OM / INSUR. / SUB

**rev. 6/15/05**

**Scheduled Days of Work = \_
Days Work was Performed = X
Work Behind Schedule = O
Scheduled Concrete Pour = C**
January 19, 2023

Tracey Quarne
Superintendent of Schools

Dear Tracey,

I am very pleased to inform you that Lisa Morgan recently served as a site mentor/coach for a Clear Administrative Services Credential (CASC) candidate enrolled in the University of California Irvine’s Division of Continuing Education Program. As a requirement for earning the CASC, a candidate must receive 40 hours of job-embedded coaching under the mentorship of a practicing administrator.

As a site mentor/coach, Lisa provided direction and support in the development and implementation of Elena Jones’s individual induction plan. The purpose of this individual induction plan is to support for the development of Elena’s leadership competences.

Lisa’s mentorship of the CASC candidate was essential to the successful completion of her program requirements and supported the development of an administrator for your District.

Thank you for your support.

Sincerely,

Angela Jeantet, Ed.D.
Senior Director, Education and Business Programs
UCI Division of Continuing Education