Comprehensive School Safety Plan
SB 187 Compliance Document

2018-19
School Year

School: Success One Charter School
CDS Code: 11-10116-0130724
District: GCOE - Success One!
Address: 451 South Villa Avenue
Willows, California
Date of Adoption: June 21, 2016

Approved by:

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<th>Name</th>
<th>Title</th>
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<tr>
<td>Tracey Quarne</td>
<td>Glenn County Superintendent of Schools</td>
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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 451 South Villa Avenue, Willows, California 95988.

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)

Success One Charter School Safety Committee
Jhan Dunn, Principal
Claire Arano, Receptionist, S1N
Nelida Chavez, Receptionist, LCS
Heather Albaugh, Child and Family Services Director
Shane Anderson, Director of Maintenance
Richard Warren Jr., Glenn County Sheriff
Wayne Peabody, City of Willows Fire Chief

Assessment of School Safety
A comprehensive School Safety Plan was created in May 2014. Key elements of the plan include school site safety drills, crisis intervention plans, and ongoing training's. Classes follow plans developed by the district in which they are located. The required notification letters are mailed out, and addressed with all classified and certificated staff in August of every school year. The key elements include child abuse reporting, blood born pathogens, sexual harassment, and general policies and procedures.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)] [a1, items A-J]
The school safety plan will be updated annually by July 31st. The safety plan has been discussed and practiced: the required notification letters mailed out, and the plan was (and will be) addressed with all classified and certificated staff in September of every 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, lockdown, civil disturbance, bomb threat, chemical accident or natural disaster.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a1] [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
2) Call Child and Family Service immediately to verbally report
3) Forward 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
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 neglectful 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. Success One ! 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 drills with staff, and students.
6) Check supplies each year for leakage and other problems.

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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 facility available for emergency shelter if needed.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines
Student conduct which prevents students from learning or teachers from teaching, will not be tolerated. Success On! has established clear consequences for behavior that interferes with learning. Students learn that when they violate a school/classroom standard, a consequence will result. Disruptive or disrespectful behavior will not be tolerated. Students are not to endanger themselves/others, continually disregard rules, or repeatedly interfere with others’ rights to learn.

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
preinitiation 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.

(5) 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 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 aider 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 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 48911, 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 of 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]
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 Success One I 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)]
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 4915)
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 Success One!’s policy will include Annual Notice, posting in main administration building, Comprehensive School Safety Plan, student orientation, and provided to employees.
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 Adult Program 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)
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 Success One! 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)
Success One I 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 their 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:
Personal Characteristics of students and staff

Element:
Creating a bond between students, school staff and the community to help recognize the positive impact of building a rigorous academic and career technical program for adult students.

Opportunity for Improvement:
Marketing of school goals and program opportunities

<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>Increase marketing and outreach opportunities in the coming year.</td>
<td>Meet with community organizations and local agencies. Survey students.</td>
<td>Funding, Staff and volunteers</td>
<td>Principal/Staff/ Advisory Panel</td>
<td>Increased name recognition and knowledge of school programs and opportunities within community.</td>
</tr>
</tbody>
</table>

Component:
Physical Environment

Element:
Security system

Opportunity for Improvement:
Ask local Police department for increased drive by security checks. Contact Landlord to improve lighting and to trim trees and bushes so they do not impair clear sight of parking and walkway areas.
<table>
<thead>
<tr>
<th>Objectives</th>
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</tr>
</thead>
<tbody>
<tr>
<td>To increase feeling of safety at Orland location</td>
<td>Ask local Police department for increased drive by security checks.</td>
<td>Local Police Department</td>
<td>Principal</td>
<td>Increased safety checks by local police and decreased reports of unusual activities in vicinity of school</td>
</tr>
<tr>
<td>To increase visibility in parking and walkway areas, especially at night.</td>
<td>Contact Landlord to improve lighting and to trim trees and bushes so they do not impair clear sight of parking and walkway areas.</td>
<td>Landlord</td>
<td>GCOE facilities Director</td>
<td>Increased visibility in parking lot area at dusk,dawn and evenings.</td>
</tr>
</tbody>
</table>

Component:
Social Environment

Element:
Develop a school culture based on mutual respect and collegiality

Opportunity for Improvement:
Create stronger relationships between students and staff through initiation of educational activities and school events.

<table>
<thead>
<tr>
<th>Objectives</th>
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<th>Lead Person</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Build stronger relationships between students and staff</td>
<td>Begin hosting movie nights, create a food and notions pantry, host varied academic and career preparation workshops.</td>
<td>Funding, staff time</td>
<td>Principal / staff, activity sponsors</td>
<td>Increased number and variety of activities available for students.</td>
</tr>
</tbody>
</table>

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

Success One 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, honest and respect for the rights and property of others. Code is in effect for during the school day, to/from a school sponsored activity, or during an between 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 discipline office, progressive discipline is utilized. The student may be counseled, and assigned a plan of action. After a second offense students will be reminded that as a school of choice it is clearly outside the policies and interests of Success One to allow any student to be a disruptive influence. The appropriate discipline will depend on the gravity of the misbehavior and prior record.

(J) Hate Crime Reporting Procedures and Policies
Success One affirms the right of every student to be protected from hate-motivated behavior. It is the intent of the school advisory board to promote harmonious relationships that enable students to gain a true understanding of the 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 he 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 Success One! 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 useability. 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</td>
<td>911</td>
<td>Orland 530 865-1616, Willows 530 934-3456</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 and Electric</td>
</tr>
<tr>
<td>Public Utilities</td>
<td>California Water service</td>
<td>530 934-4735</td>
<td>Willows Water</td>
</tr>
<tr>
<td>Public Utilities</td>
<td>Orland Municipal Water Dept.</td>
<td>530 865-1600</td>
<td>Orland Water</td>
</tr>
<tr>
<td>Local Hospitals</td>
<td>Glenn Medical Center</td>
<td>530 934-1800</td>
<td>Willows</td>
</tr>
<tr>
<td>School District</td>
<td>Glenn County Office of Education</td>
<td>530 934-6575</td>
<td>Willows</td>
</tr>
<tr>
<td>American National Red Cross</td>
<td>AMRC</td>
<td>530 891-0885</td>
<td>Chico</td>
</tr>
<tr>
<td>Local Hospitals</td>
<td>Enloe Hospital</td>
<td>530 332-7300</td>
<td>Chico</td>
</tr>
<tr>
<td>Activity Description</td>
<td>Date and Time</td>
<td>Attached Document (description and location)</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------------------------------</td>
<td>------------------</td>
<td>---------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Plan reviewed and updated in October 2016</td>
<td>10/20/16 3:33 pm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plan reviewed and revised July 27, 2018</td>
<td>7/27/18 4:35 pm</td>
<td></td>
<td></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 Willows Sheriff’s Department or 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 Superintendent (DS), or Assistant Superintendent (AS).

3. The DS 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. Willows Sheriff’s Department or 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 explode?
- 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?
- background noise?
- Unusual speech mannerisms or phrases?
- Was there any distinguishable

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 drills will be held regularly.

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.

For all centers 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 above.

For Child Care rooms after the shaking stops:

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.

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.
- 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

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 will be held regularly. Procedures, map, 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. For Child Care rooms children will practice both methods of exit.

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 safety rope, and will go immediately outside to the designated meeting area.

4. Safety Officer 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 REENTER A BURNING BUILDING!

9. Evacuate center students and staff members to relocation site using the safety rope 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 at your center 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. Willows area residents are evacuated to Memorial Hall in Willows.
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
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.

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.
Emergency Evacuation Map
Success One North
Orland, CA