

**Comprehensive School Safety Plan
SB 187 Compliance Document**

**2021 - 2022
School Year**

School: Blue Oak Charter
CDS Code: 04 61424 6119523
District: Blue Oak Charter School
Address: 450 W. East Ave Chico
Date of Adoption: July 20th, 2021

Approved by:

Name	Signature	Date

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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 contain 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 blueoakcharterschool.org/.

Safety Plan Vision

Blue Oak Charter school will provide a physically and emotionally safe environment for students and staff.

Components of the Comprehensive School Safety Plan (EC 32281)

Blue Oak Charter Safety Committee

Assessment of School Safety

During the 17-18 school year the Facilities Committee, Parent Council Representatives and Blue Oak Charter Council began reviewing past information on the School Safety Plan. During the fall of 2018 a Site Council Sub Committee was formed to review and prepare an updated safety plan.

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

The Safety Sub Committee will annually review the safety plan, review implementation of safety protocols and other safety issues to make recommendations to the School Site Council and the Blue Oak Charter Council.

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

Employees of Blue Oak are Mandated Reporters of suspected child abuse.

All persons who are mandated reporters are required, by law, to report all known or suspected cases of child abuse or neglect. It is not the job of the mandated reporter to determine whether the allegations are valid. If child abuse or neglect is reasonably suspected or if a pupil shares information with a mandated reporter leading him/her to believe abuse or neglect has taken place, the report must be made. No supervisor or administrator can impede or inhibit a report or subject the reporting person to any sanction.

To make a report, an employee must contact appropriate local law enforcement or county child welfare agency listed below. This legal obligation is not satisfied by making a report of the incident to a supervisor or to the school. The contact should be made to the following agency:

Butte County Children's Services Division

Call: 1.800.400.0902 to Report Abuse (24-hour response)

Report: Suspected Child Abuse Report (BCIA 8572)

The report should be made immediately over the telephone and should be followed up in writing. The Children's Services or law enforcement agency provides Blue Oak Charter the Suspected Child Abuse Report form for this purpose. After making the verbal report complete the Suspected Child Abuse Report and submit it ASAP. If a report cannot be made immediately over the telephone, then an initial report may be made via e-mail or fax.

Mandated Reporter Training is required of all Blue Oak employees annually.

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

Disaster Plan (See Appendix C-F)

Active Shooter Tactics and Countermeasures

Blue Oak Charter School has Adopted the A.L.I.C.E. Option Based Training and Strategies to Help give our school and everyone in it the best knowledge and tools to decide which choice to make to get out of harm's way. ALICE is a proactive approach program that provides additional options beyond the single response of Lockdown. In these events we almost always have the advantage of numbers. The ALICE program is not linear. What strategy someone uses is based on where the attacker is at the time of the event. For example, if the attacker is in the room, you would not want to Lockdown. You may use either Evacuate or Counter to start your survival process. If the attacker is farther away from you, you may use Evacuate. If they are down the hall you may start with Lockdown, barricading, and controlling the door. The ALICE program is based on human response to stress and distraction research. There is no right answer. Decide on your best option(s) and commit to them.

A.L.I.C.E is the acronym that stands for:

A: alert

L: listen

I: Inform

C: Counter

E: Evacuate

Alert is your first notification of danger.

ALERT is when you first become aware of a threat. The sooner you understand that you're in danger, the sooner you can save yourself. A speedy response is critical. Seconds count.

Alert is overcoming denial, recognizing the signs of danger and receiving notifications about the danger from others. Alerts should be accepted, taken seriously, and should help you make survival decisions based on your circumstances.

Lockdown: Barricade the room. Prepare to EVACUATE or COUNTER if needed.

If EVACUATION is not a safe option, barricade entry points into your room in an effort to create a semi-secure starting point.

Our training explains scenarios where Lockdown may be the preferable option and dispels myths about passive, traditional 'lockdown only' procedures that create readily identifiable targets and makes a shooter's mission easier. ALICE trainers instruct on practical techniques for how to better barricade a room, what to do with mobile and electronic devices, how and when to communicate with police, and how to use your time in lockdown to prepare to use other strategies (i.e. Counter or Evacuate) that might come into play should the active shooter gain entry

INFORM:

Communicate the violent intruder's location and direction in real time.

The purpose of INFORM is to continue to communicate information in as real time as possible, if it is safe to do so. Armed intruder situations are unpredictable and evolve quickly, which means that ongoing, real time

information is key to making effective survival decisions. Information should always be clear, direct and in plain language, not using codes. If the shooter is known to be in an isolated section of a building, occupants in other wards can safely evacuate while those in direct danger can perform enhanced lockdown and prepare to counter. This technique is used to mentally distract the intruder as well as inform everyone in the invaded environment.

Video surveillance, 911 calls and PA announcements are just a few of the channels that may be used by employees, safety officers, and other personnel to inform others. At Blue Oak radio communication between staff/faculty and Administrators will be used to inform one another of the intruders position. The PA system that reaches all of Blue Oaks Campus both interior and exterior shall be used to give everyone the intruders location and where they are headed.

COUNTER:

Create Noise, Movement, Distance and Distraction with the intent of reducing the shooter's ability to shoot accurately. Counter is NOT fighting.

ALICE Training does not believe that actively confronting a violent intruder is the best method for ensuring the safety of those involved. Counter is a strategy of last resort. Counter focuses on actions that create noise, movement, distance and distraction with the intent of reducing the shooter's ability to shoot accurately. Creating a dynamic environment (a dynamic environment exists with a wide variety of factors causing it to change shape, direction, emotion and/or pace) decreases the shooter's chance of hitting a target and can provide the precious seconds needed in order to evacuate or allow the Police to arrive. The Counter Measure should only be used as a last resort when the Lockdown and Evacuation maneuvers are not viable options or time has run out. If and when the Counter Technique is used it's important to know this technique is an attempt to elicit a very prescribed response from the intruder. The intruder is near, everyone needs to have a book, stapler, broom, dustpan, scissors, erasers, class rock, desk or chair ready to launch at the perpetrator. Classes may even have a box of pre-gathered items set and ready for this type of situation. When the invader enters the room everyone hucks their items at the gunman which will be the last thing that coward will expect and it'll catch them off guard and interrupt their thought processes, confuse/disorient/and or disable them, force them to make a different decision and prevent or delay their actions. Invaders of this type rarely have formal training. They perceive themselves as having all the power. This is a false perception. Everyone else involved that is NOT part of the invasion have the power and ALICE is the process in which we take back the power and shut the assailants down.

EVACUATE:

When safe to do so, remove yourself from the danger zone.

ATI provides techniques for safer and more strategic evacuations. Evacuating to a safe area takes people out of harm's way and hopefully prevents civilians from having to come into any contact with the shooter.

Did you know that you should break a window from the top corner as opposed to the center? Many useful techniques that civilians do not know exist and can save your life. ALICE trainers teach strategies for evacuating through windows, from higher floors and under extreme duress.

ALICE is committed to increasing survivability in a violent intruder event through training proactive response options. There are more ways than one to be prepared for a violent event. Whether you are at a mall, in a theater, grocery shopping, attending a game or listening to a concert, you have options. When ALICE response strategies are implemented, unwilling participants in the event are empowered to choose their best survival option. Seconds count during a violent event and the actions taken in between when the event begins, and law enforcement arrives, are significant and can increase survivability.

There is no one right way to respond to a Violent Critical Incident. Through ALICE training, talking with one another and knowing the options available Blue Oak feels confident all staff/faculty and administrators will have the necessary information to act upon to reduce, nullify or completely negate any casualties.

Public Agency Use of School Buildings for Emergency Shelters

Blue Oak will allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. Blue Oak or the county office of education shall cooperate with the public agency in furnishing and maintaining the services as the school district or county office of education may deem necessary to meet the needs of the community. Ask Susan to rework this sentence as she may want to delete the reference to the school district.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

A. Grounds for Suspension and Expulsion of Students:

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time, including, but not limited to:

1. While on school grounds;
2. While going to or coming from school;
3. During the lunch period, whether on or off the school campus;
4. During, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force of violence upon the person of another, except self-defense.
3. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053- 11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.

6. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
7. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
8. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
11. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
12. Possessed an imitation firearm, i.e.: 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.
13. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
16. Engaged in or attempted to engage in hazing. For the 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 section, "hazing" does not include athletic events or school-sanctioned events.
17. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
18. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, 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 individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
19. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive. (See Section J for definition of Hate Crime.)

20. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
21. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
22. "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 student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - a. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, 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 exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - b. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - c. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
23. "Electronic Act" means the creation or 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:
 - a. A message, text, sound, video, or image.
 - b. A post on a social network Internet Web site including, but not limited to:
 - c. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - d. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "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.
 - e. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "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.
 - f. An act of cyber sexual bullying.
 - g. For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a

minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

- h. For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 - i. Notwithstanding subparagraphs (1) and (2) above, 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.
24. 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, 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 (1)(a)-(b).
25. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee concurrence.

C. Non- Discretionary Suspension Offenses

Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee concurrence.

D. Discretionary Expellable Offenses

Students may be expelled for any of the following acts when it is determined the pupil:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force of violence upon the person of another, except self-defense.
3. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053- 11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
7. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
8. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
11. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
12. Possessed an imitation firearm, i.e.: 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.
13. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
16. Engaged in or attempted to engage in hazing. For the 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 section, “hazing” does not include athletic events or school-sanctioned events.
17. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
18. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, 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 individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
19. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
20. Intentionally harassed, threatened or intimidated school personnel or volunteers, and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
21. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

- a. “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 student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, 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 exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- b. “Electronic Act” means the creation or 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, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - iii. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - iv. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “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.
 - v. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “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.
- c. An act of cyber sexual bullying.
 - i. For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - ii. For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

- iii. Notwithstanding subparagraphs (1) and (2) above, 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.
22. 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, 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 (3)(a)-(b).
23. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee concurrence.

E. Non -Discretionary Expellable Offenses

Students must be expelled for any of the following acts when it is determined pursuant to the procedures below that the pupil: added numbers below

1. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee concurrence.
2. If it is determined by the Administrative Panel and/or Charter Council that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.
3. The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
4. The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

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

Blue Oak shall inform teachers of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. Blue Oak, the registrar shall provide the information to the teacher based upon any records that Blue Oak maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.

Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

Warning Signs of School Violence

Early Warning Signs:

It is not always possible to predict behavior that will lead to violence. However, educators, parents, and sometimes students can often recognize certain early warning signs. Educators and families can increase their ability to recognize these signs by establishing close, caring and supportive relationships with children, getting to know them well enough to be aware of their needs, feelings, attitudes, and behavior patterns.

We know from research that most children who become violent toward themselves or others feel psychologically rejected and psychologically victimized. In most cases, children who exhibit aggressive behavior early in life, and if not provided support, will continue a progressive developmental pattern toward severe aggression or violence. However, research shows that when children have a positive, meaningful connection to an adult, whether it is at home, in school or in the community, the potential for violence is reduced significantly.

The following early warning signs are presented with the qualifications that they are not equally significant and are not presented in order of seriousness:

- Social Withdrawal
- Excessive feelings of isolation and being alone Excessive feelings of rejection
- Being a victim of violence Feelings of being persecuted
- Low school interest and poor academic performance Expression of violence in writings and drawings
Uncontrolled anger
- Patterns of impulsive and chronic hitting, intimidating, and bullying behaviors History of discipline problems
- History of violent and aggressive behavior Intolerance for differences and prejudicial attitudes Use of drugs or alcohol
- Affiliation with gangs Inappropriate access to firearms Serious threats of violence

If these warning signs are observed, it is important to contact the student's teacher and the administration for further assistance.

Imminent Warning Signs:

Unlike early warning signs, imminent warning signs indicate that a student is very close to behaving in a way that is potentially dangerous to themselves or others. Imminent warning signs require an immediate response.

No single warning sign can predict that a dangerous act will occur. Rather, imminent warning signs usually are presented as a sequence of overt, serious, hostile behaviors or threats directed at peers, staff, or other individuals. Usually, imminent warning signs are evident to more than one staff member, as well as the child's family. When warning signs indicate that danger is imminent, safety must always be the first and foremost consideration. Action must be taken immediately.

Imminent warning signs may include:

- Serious physical fighting with peers or family members Severe destruction of property
- Severe rage for seemingly minor reasons
- Other self-injurious behaviors or threats of suicide

A detailed plan (time, place, and method) to harm or kill others, particularly if the child has a history of aggression or has attempted to carry out threats in the past.

Possession and/or use of firearms and other weapons

Immediate intervention by school authorities and possibly law enforcement officers is needed when a child has a detailed plan to commit violence or is carrying a weapon. Parents should be informed immediately when a student is exhibiting any threatening behavior. The school also has the responsibility to seek assistance from child and family service providers, community mental health agencies, and other appropriate organizations.

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

Board Policy: #5145.7

Section: 5000 Students

The Blue Oak Charter Council (BOCC) is committed to maintaining a safe school environment that is free from harassment and discrimination. BOCC prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. BOCC also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

Blue Oak Charter School strongly encourages any student who feels that they are being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult who has experienced off-campus sexual harassment that has a continuing effect on campus to immediately contact their teacher, a director, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the Executive Director. Once notified, the Executive Director shall take the steps to investigate and address the allegation.

The Executive Director or designee shall take appropriate actions to reinforce the district's sexual harassment policy. This includes ensuring that all district students receive age-appropriate information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence.
2. A clear message that students do not have to endure sexual harassment under any circumstance.
3. Encouragement to report observed instances of sexual harassment, even where the alleged victim of the harassment has not complained.
4. A clear message that student safety is the charter's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved.
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and prompt action shall be taken to stop any harassment, prevent recurrence, and address any continuing effect on students.

6. Information about the school's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made.
7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues.
8. A clear message that, when needed, the charter will take interim measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation and that, to the extent possible, when such interim measures are taken, they shall not disadvantage the complainant or victim of the alleged harassment. Complaint Process and Disciplinary Actions Sexual harassment complaints by and against students shall be investigated and resolved in accordance with law and school procedures.

Students and parents will be notified through the Parent/Student Handbook that complaints of sexual harassment can be filed and where to obtain a copy of the procedures.

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.

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall have their employment terminated in accordance with law.

The Executive Director or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools.

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

It is most desirable for children's clothing to be free of media images and catchy slogans. Children are inundated with advertisements in their daily lives, and we strive for school to be a space free of that. Students' clothing should be safe for themselves and for the children around them. Therefore, the following expectations have been established: added bullets

- Casual, loose clothing that allows children to move and play comfortably is recommended.
- Shoes should be safe and appropriate for recess and PE. Close-toed shoes are best for school and are required for "PE days." Flip-flops, shoes without a heel strap, boots, "wheelies," dress shoes or shoes with high heels are not safe. Light-up shoes and roller shoes are not permitted
- Beach attire, such as halter tops, bare midriffs, strapless shirts or dresses, spaghetti strap shirts or dresses, see-through clothing, off-the-shoulder blouses and short skirts/shorts are not appropriate for school.
- In hot weather, students may wear shorts that have at least a three inches inseam. Remember, however, that long pants protect knees better than shorts do! Pants and shorts must be worn at the waistline and must not expose undergarments.
- Clothing which displays vulgar language or symbols or promotes drugs, alcohol or other inappropriate or illegal messages is not permitted.
- Bracelets and other dangling jewelry can tangle in play equipment and cause injury.
- Hats are permitted if they meet all the dress code requirements - Faculty may require them to be removed during the class time.

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

Supervision

You may not leave your child on school grounds unsupervised, before or after school. Students may not hang out in the halls unsupervised. They may come in during the mornings to put their items down by their classroom but must return to the playground until the morning bell rings.

Drop-off

Upon entering the school parking lot, left-hand turns are not permitted for Blue Oak parents. All incoming traffic will be directed to turn right and park or drive around the back of the school grounds and drop off in the designated “drop-off zone”. All walk-ins must enter through the main entrance at the front of the school. Side entrances will remain locked at all times. The Kindergarten is located at the back righthand corner of the school building. It is best to park near this area and walk your Kindergartener into the Kindergarten playground.

- Children in Grades 1-8 may be dropped off as early as 7:45 AM. Kindergarteners may be dropped off as early as 8:00 AM

Pick-up Procedures

Students should be picked up from school at the close of classes. If your child is not picked up at their classroom within shortly after dismissal, they will be sent to the Great Room to wait for you or dismissed to meet you at your arranged location. If you are going to be later than 15 minutes, please call the front office to let them know. If you are not able to pick up your student within the first 30 minutes, enrollment in after-school care may be a good option or participation in one of our after-school clubs.

- Children in Grades 1st - 3rd are met outside their classroom each day.
- This small gesture allows for countless opportunities to support your child but also for you to connect with other parents and your teacher. Of course, continuing this further through the grades is welcome and encouraged. If you cannot meet your little ones inside, please communicate that to your classroom teacher so they can help direct your children to your meeting place.
- Kindergartners must be picked up outside their classrooms.
- Children in grades 1st - 4th require written permission from the parent to be able to walk home.

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

Blue Oak Charter School Conduct Code

We strive for clarity in our behavior expectations. We look to the Nurtured Heart Approach® for inspiration and strategies as we respond to student behavior. We encourage parents to learn more about the Nurtured Heart Approach®. You can find information online at www.ChildrensSuccessFoundation.com

Referral Process

Students sometimes need correction. We have identified 3 Levels of referrals and the behavior offenses which align with them. If a referral notice is sent home, please sign it and return.

Conduct Code Procedures

Level 1: Referral is addressed verbally by the staff member who has witnessed one of the below offenses:

- Name Calling
- Running in the Halls Being Disrespectful Being Dishonest
- Not Staying in Seat Shouting Out
- Not Raising Hand Being Off Task Excluding Others Rumors
- Being Disruptive (infringing on others learning) Arguing
- Refusing to follow requests Wandering Classroom

If any of these offenses are repeated 3 consecutive times in one time period, it will then be considered a Level 2 offense and a Level 2 referral will be written.

Level 2: Is addressed with a written referral notice completed by the staff member who has witnessed one of the below:

- Telling untruths to avoid responsibilities or consequence
- Deliberate attempt to deceive Profane/Obscene language Verbal Aggression
- Cheating
- Stealing from others
- Throwing or shoving materials or furniture to the floor (isolated incident, 1 time)

If any of the above-listed behaviors are repeated 3 consecutive times in a day, it will then be considered a Level 3 offense

Level 3 is addressed by the Administration. A written referral notice is completed by the staff member who has witnessed one of the below offenses:

- Behavior intended to bring harm to themselves or others Fighting/Kicking/Hitting/Biting/Spitting
- Throwing or shoving furniture or school property repetitively to the ground or at someone Stealing from school property or teacher or anything of monetary value
- Vandalism – Altering, defacing, or destroying other's/school property Verbal or written threats of physical or emotional harm
- Malicious teasing/taunting/spreading rumors with the intent to embarrass others or cause fear
- An illegal act that breaks California Law (drugs, alcohol, weapons, physical assault, sexual harassment)
- A level three referral does not mean an automatic suspension. Staff and administration collaborate to determine the most appropriate consequence

(I) Hate Crime Reporting Procedures and Policies

Hate Crime Reporting Procedures and Policies For purposes of this Guide, the term "hate or bias crime" is used to describe an offense against persons or property motivated by hate or bias against a victim based on race, ethnicity, national origin, religion, sex disability, or sexual orientation. Violence motivated by such factors seriously threatens the values of the school and the larger community and the physical safety and mental well-being of all of those affected. Examples of hate-motivated crime include threatening phone calls, defacing or destroying personal property or buildings, hate mail, bomb threats, other threats of physical harm and intimidation, physical assault, arson, vandalism, cross-burnings, and destruction of religious symbols. Other incidents of harassment, such as racial epithets or graffiti, that occur at school, are also of interest to law enforcement agencies, as well as to school officials, because of their

potential for causing dangerous confrontation, disruption of order and public safety, and violent retaliation outside of school property or school hours.

Contact the site administrator if you feel your child may have been a victim of a hate crime.

Student Responsibilities: Each student is responsible for complying with this Policy. Added bullets

- Ensuring that (s)he does not harass or discriminate against another person on school grounds or in a school-related function, event or activity because of that person's race, color, religion, national origin, ethnicity, sex, sexual orientation, age, or disability; Ensuring that (s)he does not bully another person on school grounds or at a school- related function, event or activity;
- Ensuring that (s)he does not retaliate against any other person for reporting or filing complaint, for aiding or encouraging the filing of a report or complaint, or for cooperating in an investigation of harassment, bullying, discrimination, or a hate crime; and Cooperating in the investigation of reports or complaints of harassment, bullying, discrimination, retaliation, or a hate crime.

Protection against Retaliation

Blue Oak Charter School will take appropriate steps to protect students from retaliation when they report, file a complaint of, or cooperate in an investigation of a violation of this Policy. Threats or acts of retaliation, whether person-to-person, by electronic means, or through third parties, are serious offenses that will subject the violator to significant disciplinary and other corrective action, including short or long-term suspension, or expulsion.

Designated Officials for Reporting

The Executive Director or his/her designee is responsible for receiving reports and complaints of violations of this Policy. Reporting Procedures.

1. Any student who becomes aware or has a reasonable belief that harassment, bullying, discrimination, retaliation, or a hate crime has occurred or may have occurred on school property or in a school-related activity should promptly report the incident(s) to the Executive Director or his/her designee. In situations where a student or other person does not feel comfortable reporting the incident to a designated official, (s)he may report it to a trusted school employee, who must promptly transmit the report to the Executive Director or his/her designee, utilizing the Level 3 Behavior Notification and/or Investigation Request Sheet.
2. All complaints or reports about a violation of this Policy must be documented on the School's "Reporting/Complaint Form" (see Appendix A). The form is available from designated school officials and on the school system's web page. If a complainant or reporter is either unwilling or unable to complete the District's Reporting/Complaint Form, the school official who receives the oral complaint or report will promptly prepare a written report by filling out the District's Reporting/Complaint Form, using, to the extent practicable, the reporter's or complainant's own words to describe the potential violation.
3. Oral reports made by or to a staff member shall be recorded in writing. A school or district staff member is required to report immediately to the Executive Director or his/her designee any instance of bullying or retaliation the staff member becomes aware of or witnesses. The School official will promptly provide the Executive Director or his/her designee with the completed Reporting/Complaint Form.
4. Reports made by students, parents or guardians, or other individuals who are not school or district staff members, may be made anonymously. The school or district will utilize a variety of reporting resources including, but not limited to, an Incident Reporting Form, a voicemail box, a dedicated mailing address, and an email

address. No disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.

5. Through the BOCS Memorandum of Understanding with the Chico Police Department, Blue Oak Charter School may share any and all information with regard to student safety or possible illegal activity with the Chico Police Department.
6. If the Executive Director or his/her designee determines that bullying has occurred, (s)he shall take appropriate disciplinary action. If it is believed that criminal charges may be pursued against the perpetrator, the Executive Director will consult with the BOCS School Board to determine if criminal charges are warranted. If it is determined that criminal charges are warranted, the Chico Police Department will be notified.

Contact the site administrator if you feel your child may have been a victim of a hate crime.

Investigation Procedures

The goal of the investigation is to obtain an accurate and complete account of all incidents and circumstances deemed relevant to the allegations of the complaint.

The Executive Director or his/her designee, upon receipt of a viable report of hate crime, bullying, or harassment shall promptly contact the parents or guardians of a student who has been the alleged target and the alleged perpetrator of the action. The actions being taken to prevent further acts shall be discussed.

Emergencies

The Executive Director or his/her designee will immediately call 911 in a case of a threat of imminent physical harm or actual physical harm to a school community member or where police, fire, medical, or other emergency assistance is needed.

Students on IEPs

As required (CA ed code? Susan) when an IEP Team determines that a student has a disability that affects social skills development or the student may participate in or is vulnerable to bullying, harassment, or teasing because of his/her disability, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing.

Informal Resolution Procedure

It may be possible to resolve a complaint through a voluntary informal process. Both the complainant and the alleged perpetrator will meet separately in a timely manner with the Executive Director or designee who will explain the informal process, the nature of the complaint, explain the prohibition against retaliation, and determine the needed corrective action the complainant seeks.

After adequate investigation, the designated official will propose a resolution. If the complainant and the alleged offender agree with the proposed resolution, the designated official will write down the resolution, and the complainant and the subject of the complaint will sign it, and each person will receive a copy. At the meeting, the designated official will again explain the prohibition against retaliation. Parents of both the complainant and alleged offender will be notified of the process being followed.

A designated school official will monitor the situation and will follow up with the complainant to determine whether there are further incidents or concerns. The designated official will maintain written record of the follow up. At any time, either party may choose to forego the informal process and commence the formal procedure.

Formal Resolution Procedure

STEP ONE

The Executive Director or his/her designee will separately meet in a timely manner with the complainant and the subject of the complaint to tell them about the formal process, explain the prohibition against retaliation, and determine the remedy the complainant seeks.

STEP TWO

The Executive Director or his/her designee will conduct an investigation in accordance with the procedures described under the Investigations heading of this policy. Parents of both the complainant and alleged offender will be notified of the complaint and the process being followed.

STEP THREE

The Executive Director or his/her designee will determine whether the allegations have been substantiated, and whether this Policy and/or the Code of Conduct have been violated. If the complaint is substantiated, the designated official will decide based on the investigative findings, on the appropriate course of action. The Executive Director or his/her designee will prepare a written report that includes the investigative findings.

STEP FOUR

The designated official will promptly notify the complainant and the subject of the complaint to let them know whether the complaint has been substantiated. If the complaint is substantiated and the offender remains a student in the school, the designated official will meet with the offender to describe, consistent with the Code of Conduct, the disciplinary and/or corrective action recommended, the school's expectations for future behavior and the potential consequences for retaliation or future violation of the Policy.

- If a complaint is substantiated, a report of the incident will be placed in the offender's student records.
- File Retention: The Executive Director or his/her designee will maintain a separate confidential file containing the original completed Reporting/Complaint Form, investigatory interview notes and reports, findings made, the results of the investigation, including any decision for action, and other relevant investigatory materials.
- Any disciplinary or corrective action against a student must conform to the due process requirements of federal and state law.

STEP FIVE

The Executive Director or his/her designee will monitor the situation and will follow up with the complainant at least weekly for two months to determine whether there are further incidents or concerns, and whether the corrective action and/or disciplinary action(s) imposed has/had been effective. The designated official will maintain a written record of the follow-up.

STEP SIX

Any right of appeal from discipline imposed is governed by the Code of Conduct.

Permissible Disciplinary Sanctions and Corrective Actions in Response to Bullying, Discrimination, Harassment or Hate Crimes Disciplinary sanctions and corrective actions may include, but are not limited to, one or more of the following:

- A written warning;

- Parent conferences;
- An apology to the victim;
- Limiting or denying student access to a part or an area of the school; Adult supervision on school premises;
- Exclusion from participation in school-sponsored functions, after-school programs, and/or extracurricular activities;
- Classroom transfer;
- Awareness training (to help students understand the impact of their behavior); Participation in cultural diversity, anti-harassment, anti-bullying or intergroup relations program;
- Specific recommendations, (i.e. anger management, medical assessment, counseling, etc.) Short-term or long-term suspension;
- Exclusion, expulsion, or discharge from school;
- and Any other action consistent with the Code of Conduct.

Investigations for Formal Proceedings

Prompt and Thorough Investigations: When the Executive Director or his/her designee determines that a Formal Proceeding is appropriate, the school will promptly investigate all reports or complaints of an alleged violation of this Policy.

Investigative Procedure

The Executive Director or his/her designee investigating the incident will gather and preserve evidence and identify all involved parties and witnesses. If the incident involves physical injury, destruction of public property, or acts of a serious criminal nature, the designated official will confer with the local police department prior to gathering or preserving evidence.

Communication During Investigation

Throughout the investigatory and complaint resolution process, the Executive Director or his/her designee will make reasonable efforts to regularly inform the complainant and the subject of the complaint and their parent(s) or guardian(s) of the status of the complaint, the anticipated timing for concluding the investigation, and determination of discipline and/or corrective action(s).

Time for Investigations

The Executive Director or his/her designee will complete his/her investigation as soon as practicable, but not to exceed 14 school days once the report has been received. The Executive Director or his/her designee will expedite the investigation of any claim involving physical violence or serious threats of harm.

Ensuring Safety During Investigation

The Executive Director or his/her designee will take any step he/she determines is necessary and/or advisable to protect, to the extent practicable, the complainant, witnesses, and other individuals from further incidents or from retaliation pending the outcome of the investigation.

Victim Assistance

The Executive Director or his/her designee will make appropriate referrals for victim assistance, including counseling and crisis intervention, if requested, or as needed.

Confidentiality

The District will respect the privacy of the complainant, the subject(s) of the complaint, and the witnesses to the extent possible consistent with its obligations under federal and state law and regulations and the Policy to investigate, report, and take appropriate disciplinary and corrective action, and consistent with applicable confidentiality laws and student record regulations.

Imposing disciplinary action or corrective action

If the Executive Director or his/her designee concludes that the subject of the complaint has violated this Policy, the District will impose disciplinary measures and/or corrective action reasonably calculated to end the conduct cited in the complaint, deter future conduct, and protect the complainant(s) and other similarly situated individuals.

Frivolous Complaints

When a complaint is unfounded, frivolous, or maliciously fabricated, the complainant shall be subject to a range of disciplinary and correction actions consistent with the Code of Conduct.

Safety Plan Review, Evaluation and Amendment Procedures

Regularly, during each school year, the Facilities Manager and Executive Director will review policies and practices concerning school safety. At least once per year the Facility Manager will review and report on the safety of the school facility to the Safety Sub Committee. The Safety Sub Committee will be charged with reviewing the safety Plan annually and advising the charter council on needed changes or goals for improvement.

Blue Oak actively participates in the California Safe Schools Assessment. Data is collected, reported, and reviewed on all crimes committed on the school campus. Blue Oak collects information regarding progress toward solutions and shares this information with students, families, and the community at large.

Blue Oak has established procedures in the following areas:

California Safe School Assessment (CSSA) reporting procedures, suspension and expulsion procedures, and inventory system.

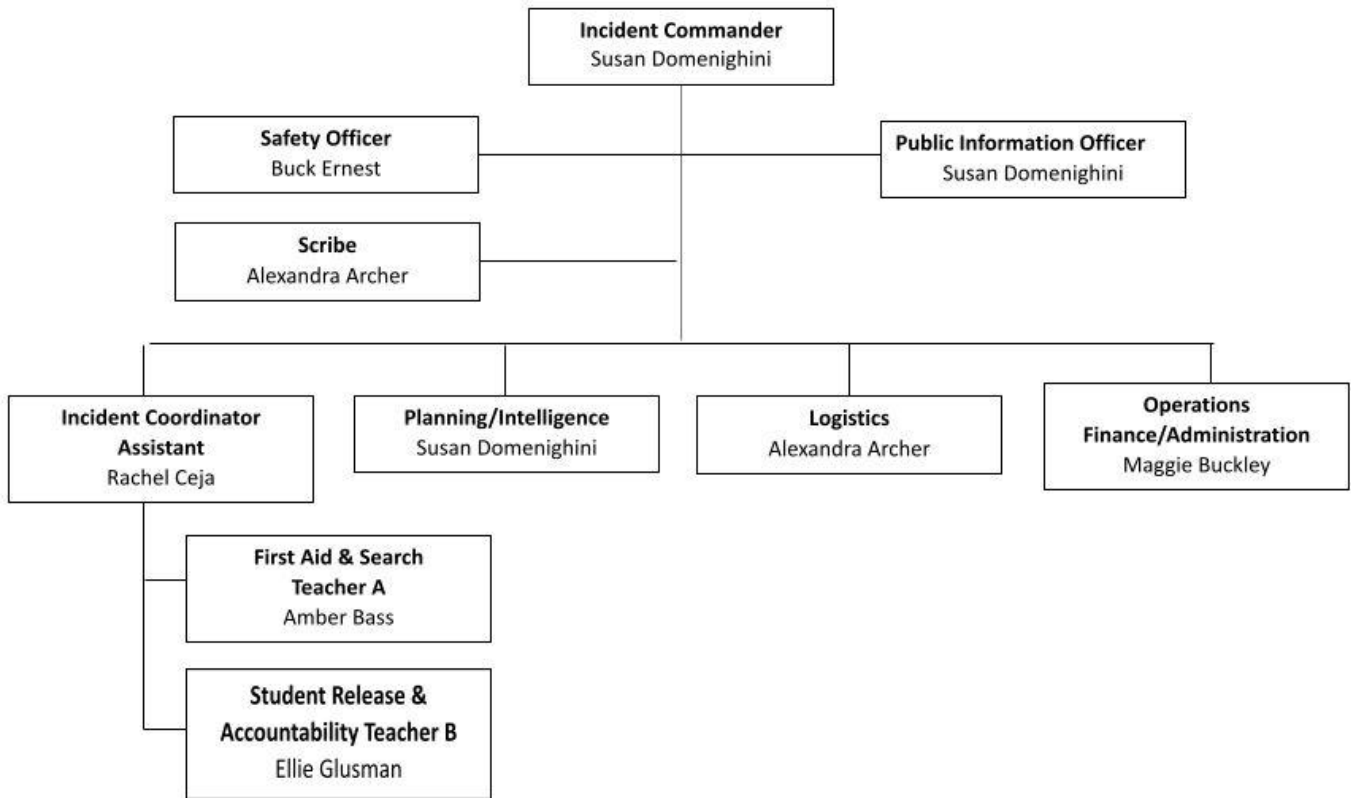
Safety Plan Appendices

Emergency Contact Numbers

Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Emergency Services	Certified Fortress	(530) 893-4269	Security & Fire Systems
Law Enforcement/Fire/Paramedic	Chico Police Department	(530) 897-4900	

Blue Oak Charter School Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

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

Responsibilities of Incident Coordinator

- Notify 911
- Take proactive action to stabilize the scene.
- Assess potential danger and unsafe conditions.
- Assume command; select and establish appropriate command post.
- Establish communication with appropriate officials to determine specifics of location and threat level.
- Classify threat level: Brief incident personnel.

- Invoke EMERGENCY AUTHORITY to assert immediate action plan to correct unsafe conditions.
- Supervise and direct the activities of all personnel.
- Provide regular updates of the scope and size of the incident to Incident Command personnel.
- Approve the release of all information to the news media.
- Refer pertinent information to Operations/Logistics.
- De-escalate process: Coordinate reports to all Incident Command personnel.
- Set objectives and approve plans for return to normal operations.
- Complete activity log, and after-incident reports for school debriefing.
- Prepare a plan of incident for debriefing.

Responsibilities of Incident Coordinator/Assistant(s)

- Communicate to staff as directed by the Incident Coordinator.
- Identify responding agencies to determine locations of all assisting personnel.
- Continually update incident actions plans.
- Maintain activity logs, and complete after-incident reports.

Responsibilities of Scribe(s)

- Maintain ongoing command post journal.
- Maintain and display an updated map of the incident location and response.
- Update minutes from briefings.

Responsibilities of Operations/Logistics

- Work with responding agencies.
- Advise the Incident Coordinator of resources needed.
- Coordinate and process requests for additional resources.
- Issue operational orders to implement directives of the Incident Coordinator.
- Provide Incident Coordinator with Frequent status updates.
- Provide information to appropriate emergency/responding agencies.
- Establish a staging area for resource delivery.
- Maintain an activity log and prepare after-activity reports for debriefing.
- Request resources with Public Information/district offices and supporting agencies.
- Inform the Incident Coordinator of resources being deployed.

Responsibilities of Operations/Logistics Assistant

- Maintain a visible chart of resources requested.
- Maintain the staging area and staging personnel.
- Establish and maintain communications between Staging Area and Operations/Logistics.
- Maintain a log of the agencies deployed and the location of safety personnel.
- Responsibilities of Safety/Logistics Name
- Coordinate escort of students to parents/guardians.
- Maintain a log of students remanded to parents/guardians.
- Monitor operational activities to assess potential danger and unsafe conditions.
- Maintain a safe and clear entrance and exit to the site.

Responsibilities of Liaison/Intelligence Chico Police Officer (SRO/Probation)

- Identify agency representatives/emergency personnel upon arrival and alert Incident Coordinator.

- Maintain contact with responding agencies and locations of assisting personnel.

Responsibilities of Public Information Personnel will be covered by the Incident Commander

- Prepare information summary on media coverage Command Post personnel.
- Provide an escort to media and other officials to designated meeting areas as necessary.
- Arrange for meeting between news media and incident personnel
- Obtain copies of all media released and post them in the command post for review.

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. The Incident Commander is assisted in carrying out this function by a 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 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.

Types of Emergencies & Specific Procedures

Aircraft Crash

- This procedure addresses situations involving an airplane crash on or in proximity to school property.
- The front office will call 911 and will provide the exact location (room, building or area) and nature of emergency.
- The Incident Commander will initiate the appropriate response actions, which may include duck and cover, lockdown, or evacuation of a building or the entire school.
- If on school property, the Utilities Team will secure the crash area to prevent unauthorized access. If the crash results in a fuel or chemical spill on school property, the Incident Commander will order the procedures for a "Chemical Spill Onsite" to go into effect.
- The Hospital Team will check injuries to provide appropriate first aid.

- Any affected areas will not be reopened until the Butte County HazMat or appropriate agency provides clearance and the Incident Commander issues authorization to do so.
- The Counselors will convene onsite to offer counseling as necessary.
- If it is unsafe to remain on campus, the Incident Commander will initiate a school evacuation.

Animal Disturbance

It is the policy of Blue Oak Charter School to keep students and staff safe from dangerous or hazardous animals or insects. If a wild animal, unleashed domestic animal, or insects that sting or bite is found on campus which appears to be a danger or potentially harmful to students/staff the following actions will be taken:

Procedure for wild animal on campus

- Keep students/staff away from the animal until it is removed from campus.
- Call 911 or Animal Control and advise them of the type of animal, the current location, how long it has been on campus and if it appears hurt or sick.
- Law enforcement or Animal Control will remove the animal from the campus.

Procedure for a domestic animal on campus

- If the owner is present on campus, ask the owner to take control of the animal
- If the owner is not present on campus and the animal is a potential danger to students/staff, call Animal Control to remove the animal.

Procedure for Insects that sting or bite

- Keep students/staff from the insect(s)
- Small insects can be removed from the school building and taken outside
- Poisonous insects like a Black Widow Spider should be terminated
- If a large group of bees looking for a new hive are on campus call a bee handler.

Procedure for dead animals on campus

- Keep the students away from the animals' body and do not let them touch or play with the dead animal as it may carry disease and vermin.
- Lift the body with a shovel and place it in the trash for removal from campus.

Armed Assault on Campus

ACTIVE SHOOTER

PURPOSE

- An active shooter or armed intruder on school property involves one or more individual's intent on causing physical harm and/or death to students and staff. Such intruders may also possess a gun, a knife, a bomb or other harmful device. An Active Shooter or armed intruder will result in law enforcement and other safety and emergency services responding to the scene as quickly as possible.
- Once law enforcement arrives, it is critical to follow the instructions of, and cooperate with law enforcement officers. The School Incident Commander will be relieved by a law enforcement official as soon as possible. The law enforcement official will now be the Incident Commander with complete jurisdiction over the scene. The School is a crime scene and will require a thorough search and processing.

RESPONSIBILITIES

SCHOOL INCIDENT COMMANDER

- Upon Notification of an active shooter or armed intruder on campus, immediately direct staff to call 911 if it is unknown if a 911 call has already taken place. The 911 call should provide the name and exact location of the school, the nature of the emergency, number and description of intruders (if known), type of weapons, area of school where last seen, actions taken by the school, and whether there are on-site security or law enforcement officers. Caller is to remain on the line to provide updates. Alice training: Inform.
- Initiate ALERT protocols. Notification to the building occupants will be made using all available means. Notification shall provide any information regarding the on-going situation that will assist the building occupants in making a good decision as to their best survival response option. This is when our A.L.I.C.E training comes into play: Alert/Listen/Inform
- Secure the administration office as a command post and retrieve the critical information and data about the school's emergency systems. These include the types of communications available to all staff/faculty and Admin, staff, student's locations, detailed floor plans and what is readily available to everyone involved in the lockdown such as food, water, blankets, toilet tissue, medical first aid supplies and how much they have in case the incident isn't over quickly. If the incident is occurring at the administration office, designate an alternate command post: Alice Training: Listen and Inform
- If an active shooter or armed intruder enters the classroom individuals have the OPTION to use whatever COUNTER strategies necessary to keep the students safe. This may include any and all forms of resistance to the threat. A.L.I.C.E training: Counter
- If an active shooter or armed intruder enters and begins shooting, any and all actions to stop the shooter are justified. This includes making noise, moving about the room to lessen accuracy, throwing items (books, computers, phones, book bags) to interfere with the ability to shoot accurately, safely exiting out windows, and taking control of the intruder. Anyone not involved in COUNTER strategies should get out anyway possible and move to another location. A.L.I.C.E training Evacuate and Counter.
- Direct command post staff is to maintain contact with teachers reporting pertinent emergency information via the school cell phone. All information received via eye-witnesses or inform the building occupants of the event in as real-time as possible. A.L.I.C.E Training Alert.
- Notify the front office and request activation of the communications plan for media and parent notification protocols.
- Staff and students outside the building will EVACUATE to an off-site relocation center. Save Mar Parking Lott @ 146 W. East Avenue Chico, CA. Direct support staff outside to stop pedestrians and vehicles from entering the school grounds until law enforcement arrives.
- Ensure that any buses or cars in route to the school are redirected to a designated relocation site.

TEACHERS AND STAFF

- The first person to note indication of an active shooter or armed intruder, as soon as it is safe to do so, should call 911, then notify the School Incident Commander.
- If in close proximity to the danger, assess the situation for the best survival option.
- EVACUATE if at all possible. If not, gather assistance and engage in conducting ALICE LOCKDOWN of the area. If the active shooter or armed intruder has made contact, you have the option to use COUNTER strategies, and then EVACUATE.
- Individuals who are not in the immediate danger area should gather information about their classroom's immediate situation. Account for all students or other individuals sheltered in their room.
- Assess the ability to safely EVACUATE the building. If there is no safe manner to EVACUATE the building, have others assist in conducting an Enhanced LOCKDOWN of the room.

- Rooms in Enhanced LOCKDOWN shall pay attention to all announcements providing event details. If the circumstances change and EVACUATE becomes a viable option, a decision can be made to leave the location and EVACUATE to the Relocation Site.
- Unless evacuating, rooms in Enhanced LOCKDOWN, shall remain secured until personally given the “All Clear” by the Incident Commander or a law enforcement officer in uniform.

OTHER PROCEDURES

- After the active shooter or armed intruder(s) has been subdued, the School Incident Commander in consultation with law enforcement Incident Commander will announce an ALL CLEAR and EVACUATION and relocation to an alternate site for FAMILY REUNIFICATION.
- If staff or students are injured, assist them out of the building to the nearest emergency medical personnel.
- The School Incident Commander will request bus transportation or alternate transportation to the Relocation Site.
- The School Incident Commander will activate the communications plan to deal with media and parent notification protocols, and direct parents to go to the Relocation Site.
- Those who remained secured in an Enhanced LOCKDOWN, will EVACUATE the building using the designated exit routes and alternate routes to their assigned areas, take attendance and move to the buses for transport, if buses are available.
- The School Incident Commander will activate the Crisis Response Team and activate MENTAL HEALTH AND HEALING procedures and /or notify area mental health agencies to provide counseling and mental health services at the relocation site.
- The School Incident Commander will debrief appropriate school personnel.
- The School Incident Commander, in consultation with law enforcement officials, will determine when the school can resume normal activities and communicate the information to parents and the public.

Biological or Chemical Release

Chemical accidents of a disaster magnitude could result from a transportation accident or an industrial accident. Should any such accidents endanger the students or staff, the following steps will be taken:

- The Principal or designee will contact the fire department or call 911 to determine local conditions and to seek advice. Shelter in place will be ordered.
- Teachers and staff will close all doors and windows, close air vents and shut down air conditioning/heating and listen to the PA for further instructions.
- If necessary, teachers and staff should use tape, rags, clothing or any other available material to seal for air leaks. Teachers will continue to shelter in place until further instruction is given.
- If a teacher believes that gas is entering the building, the teacher will direct the students to cover their mouth and nose with a wet rag, cloth, towel, or paper towel. Short, quick shallow breaths are recommended.
- If evacuation is necessary, the regular evacuation plan will be followed.

Chemical Accident on Campus

- This incident could be the result of, but is not limited to: spilled cleaning chemicals within the school building, a material a student brings to school, or a broken gas main.
- Should any such accidents endanger the students or staff, the following steps will be taken:

- If the incident occurs in a classroom, the person-in-charge will evacuate the students to a safe place and inform teachers in adjoining rooms as well as an administrator of the situation.
- The School Incident Commander or designee will contact 911 to inform emergency services of the condition.
- Physical Plant personnel will be informed ASAP and they will take necessary steps (e.g. shutting down gas lines). In cases of serious chemical spills, they should wait for emergency response personnel.
- Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water and immediately remove contaminated clothes. Contaminated clothing should be cut off the body rather than pulled over the head. Bleach or other disinfectants should not be used on potentially exposed skin. Individuals that have been contaminated “topically” by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases).
- If deemed necessary by the School Incident Commander, the school will proceed with the usual evacuation procedure using primary or alternate routes, avoiding exposure to the chemical fumes.
- Students, teachers and staff will not return to the building until emergency response personnel have determined it is safe.

Bomb Threat/ Threat of Violence

BOMB THREAT: A suspected bomb or explosive device has been reported, but not located.

BOMB EMERGENCY: A bomb has been located.

BOMB THREAT PROCEDURE

All threats directed toward the school will be taken seriously. The site administrator will contact law enforcement and initiate next steps. The site administrator will be responsible for communicating necessary procedures/actions to staff and the District Office.

BOMB EMERGENCY PROCEDURE

- Do Not in any way handle or move a suspected explosive device.
- Call 911. The dispatcher will ask for information.
- Announce “this is an evacuation” over the school PA system.
- Account for students via school cell phone and evacuate in an orderly manner.
- Move students a safe distance from the buildings or bomb site and account for all students via the school cell system.
- If necessary, render first aid.
- Be aware of the potential second device – stay away from the original bomb site, buildings, or vehicles. Open areas are the best location for gathering/accounting processes.
- Return to the buildings only when the ALL CLEAR signal is given.

Disorderly Conduct

- Blue Oak is aware of the laws, policies and procedures, which govern the conduct of visitors to the school campus. Blue Oak uses continuing efforts to minimize the number of campus entrance and exit points used daily. Access to school grounds is limited and supervised on a regular basis by individuals, such as the campus supervisor; staff familiar with the student body. Campus traffic, both pedestrian and vehicular, flows through areas that can be easily and naturally supervised.

- To ensure the safety of pupils and staff and avoid potential disruptions, all visitors to the campus, except pupils of the school and staff members, must register immediately upon entering any school building or grounds when school is in session.
- Blue Oak has established a visible means of identification for visitors while on school premises (i.e. tag). Furthermore, the Executive Director, designee or campus supervisor may direct an individual to leave school grounds if he/she has a reasonable basis for concluding that the person is committing an act that is likely to interfere with the peaceful conduct of school activities or that the person has entered the campus with the purpose of committing such an act.

Earthquake

EARTHQUAKE PROCEDURE

Earthquakes usually strike without warning. Therefore, earthquake drills are at designated times throughout the year. To ensure student and staff safety, use the following procedure:

INSIDE SCHOOL BUILDING

- The teacher or person in authority implements ACTION – DUCK, COVER, HOLD.
- All students and staff should immediately turn away from glass areas and place themselves under tables and desks. Move away from windows where there are large panes of glass and out from under heavy, suspended light fixtures. When the earthquake is over, initiate EVACUATION – giving special consideration to exit routes to ensure safety. Take roll via the school cell phone.

OUTSIDE SCHOOL BUILDING:

- The teacher or person in authority directs students to a safe place out in the open, away from any potential falling objects (i.e. trees, portable backstops, power lines, buildings, ect.)
- Stay there until the earthquake is over.
- Take roll via school cell phones.
- As buildings may be damaged, wait until ALL CLEAR signals from the administration before returning to the classroom.
- If necessary, render first aid.

Explosion or Risk of Explosion

FIRE

- Sound the school fire alarm.
- All staff should stay inside classrooms/offices (unless you smell smoke or see fire) until the Incident Coordinator announces “This is an Evacuation” over the School PA system.
- Once the evacuation order is given, teachers and staff will:
 - Clear Room(s)
 - Lock doors and windows
 - Bring attendance/student related documents
 - Escort students to a designated area and conduct roll call school cell phone.
 - Maintain control of students at a safe distance from fire, fire personnel and equipment
 - If necessary, render first aid
 - An ALL CLEAR signal will be given indicating conditions are safe for returning to classrooms.

The following actions should be taken when an explosion occurs:

1. Staff with students should drop and cover
2. Assess the situation and decide on necessary actions (e.g. evacuation)
3. Inform the office of the situation as quickly and calmly as possible.
4. Render first aid if necessary.
5. Wait for instructions from Incident Coordinator via school cell phone.

Fire in Surrounding Area

If a fire occurs offsite and threatens or is near the school buildings that endanger students or staff the following steps will be taken: The site administrator or designee will contact the fire department or call 911 to determine local conditions and whether an evacuation is advisable. This can easily be done by calling non-emergency Chico Police Department, stating our concern of a nearby fire and CPD will give the location of the fire, what type ie: residential, field, commercial and will advise/recommend as to what to do from here.

The site administrator will determine if evacuation of the school is necessary.

Fire on School Grounds

The Person who first observes the fire will pull the fire alarm, then contact the front office to report the fire.

After the initial shelter in place, evacuation will be announced on the PA. The regular evacuation plan will be followed.

Flooding

Flooding off Campus:

- In the event of a flood off campus that may impact the campus the following steps shall be followed: Have all students report to their classrooms.
- Teachers assure that all students are present.
- The Executive Director or designee contacts the fire department or law enforcement to determine the risk to the students on campus. The staff keeps students at school if safe or calls parents to come to get the students if being on campus may be dangerous.
- Equipment protection - Move computers and electronics to higher levels in the building.

Flooding on Campus:

The person who first observes the flood on campus or in the school building shall take the following actions:

- Stop the flow of the water if possible.
- Contact the Executive Director, or designee, to advise of the flooding area.
- Maintenance staff to turn off the water valve.
- If a small incident the flooded area can be cleaned up by staff and volunteers.
- If a large incident occurs, the Executive Director may call the Fire Department for assistance.

Motor Vehicle Crash

Car Crash with Students in Car:

Parent drivers often transport students to off campus events. When Parent drivers transport students, the following actions shall be followed:

- Parent drivers must be approved to drive students.

- Prior to leaving the campus the classroom Teacher is responsible to provide the Principal or designee a list of the names of the Parent Drivers and the names of the students riding in each car.
- The Principal shall be informed of the destination address and the expected return time to campus.
- If the return to the campus is later than expected the classroom Teacher shall call the Principal and inform of the reason for the delay.
- If the Driver does not return to the campus at the expected time the Executive Director or designee shall call the parents of each student and inform them that the student has not yet returned and the reason for the delay.

Psychological Trauma

Students and staff may experience a broad range of reactions (e.g., physical, cognitive, psychological, behavioral, spiritual) to an emergency. Some of these reactions can cause distress that interferes with adaptive coping. Support from informed, compassionate, and caring professionals can help students and staff members recover from these reactions.

Blue Oak will assist students, staff, and families by:

- Establishing a positive connection in a non-intrusive, compassionate manner;
- Enhancing immediate and ongoing safety and providing physical and emotional comfort;
- Calming and orienting those who are emotionally overwhelmed or distraught;
- Helping to identify their immediate needs and concerns and offering practical assistance and information to help address these needs and concerns;
- Empowering individuals to take an active role in their recovery, by acknowledging their coping efforts and strengths, and supporting adaptive coping; and,
- When appropriate, linking those in need to other relevant school or community resources such as school counseling services, peer support programs, after school activities, tutoring, primary care physicians, local recovery systems, mental health services, employee assistance programs, public-sector services, and other relief organizations.

Pandemic Procedures

Pandemics are rare, but as of late we have all been keenly aware of the possibility that another pandemic may occur sooner than later. To help navigate through possible future viral outbreaks resulting in a Pandemic in the following pages we have included our Blue Oak Charter School Reopening Safety Plan. As a school we did well creating and then implementing policies and procedures to create many mitigating layers to help curb the entry and or spread of the Pandemic Novel CoronaVirus -19. We gathered much information from the Butte County Office of Education, Butte County Health and Human Services, State of California Health Department and the Federal Agency CDC.

Injured Student Emergency Accident Protocol

First on scene will radio the Health Aide as to type of injury and location.

Yard Duties should communicate to their supervisor, if they are not on scene, that there is a student injury with a brief explanation of the accident and where. Then, Yard Duties will communicate with one another and the staff or faculty on the play grounds to establish who is first on scene and the Incident Commander (IC). If there is a teacher on the

playground then they should be the IC. If a teacher is not present then the Executive Director, Assistant Executive Director or the Facilities Manager will be the IC.

As the Health Aide is called, the Executive Director, Assistant Executive Director and the Facilities Manager need to communicate with one another then proceed to their appropriate locations.

Upon arriving at the scene the Health Aide will relieve the first on scene and then they will be in charge of the injured student. If the IC hasn't been established the Health Aide can accept this responsibility. It is preferred that one of the incoming Administrators be the Incident Commander so the Health Aide can focus on the injured student. At this point the Administration needs to make the decision as to what kind of injury has happened.

If appropriate the students home room teacher may be called to comfort the student. This is an Administrative decision. If the injured student's teacher is called to the scene they should be relieved by a substitute or an employee to be designated by Administration.

Once the Administration and IC have assessed the situation and have discussed the available appropriate courses of action to take, Administration will announce that information over the PA. They will be giving the orders and making the decisions to clear the playground, push all students to one side of the play yard or go to a rainy day recess schedule. The IC will be the Point person on Scene and will help to execute the action chosen. Confirm 911 has been called.

During this process the airwaves are to remain clear, no unnecessary chatter. Also, the students still need to be in school. We don't need more adults on the play yard than is necessary. The incident commander will be surveying this aspect as well.

Clearing the playground would constitute the need to go to a Rainy Day Recess Schedule. If this is the appropriate action then Administration and staff need to take Faculty Breaks into consideration and ensure they are given. If pushing the student body to one side of the play yard is the chosen action then yard duties and staff should assist one another to accomplish this. It is a top priority to keep the students calm, keep any curious students and parents at least 100' away from the injured student and to support one another.

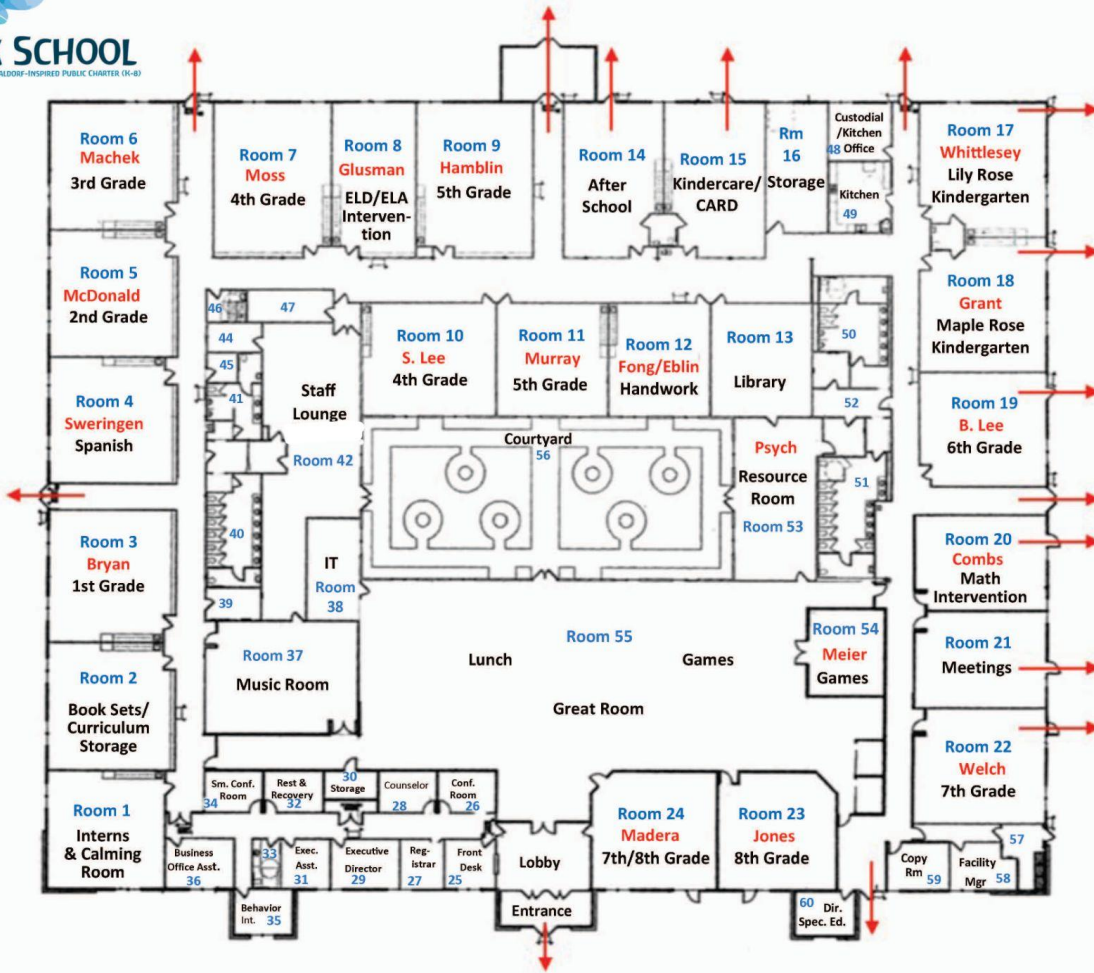
Once the students and faculty have been addressed and appropriate courses of action executed the injured student should not be moved and all should wait for medical transport to arrive. The Executive Director should be in front of the school to direct the ambulance where to go. Once the injured student is stabilized and has left to be transported, the Administration should announce over the PA system to resume the usual schedule.

Air Quality Protocol

Wildfires in California have become increasingly relevant to students' daily health. Blue Oak uses the site AIRNOW.GOV to determine the daily AQI and if students should stay inside or go outside for breaks, snacks, lunch and recess. If the AQI in Chico is above 151-200, the air quality is unhealthy (red) and students shall remain inside. If the AQI is 101-150, (orange) the air quality is unhealthy for sensitive groups and students may go outside. Children do fall into the Sensitive Group category. Sensitive groups are advised to reduce prolonged or heavy exertion while outdoors if in this range. Students at Blue Oak are outside when the AQI is 101-150 but only for short periods of time, snack and lunch. Games and Movement are conducted primarily indoors with filtered air. All of Chico Unified School District Schools adhere to this AQI website and the actions to be taken according to the daily numbers.

Emergency Evacuation Map

2021-2022 School Year



Emergency Exit

Updated 05/20/21