



CRIMINAL RECORD CHECK

The Blue Oak Charter Council shall ensure that Blue Oak Charter School complies with criminal record check laws.

As required by law, all individuals working or volunteering at Blue Oak Charter School will be required to submit to a background criminal investigation. No person will be hired or retained in classified or certificated positions that have been convicted of a violent or serious felony unless that person has obtained a certificate of rehabilitation and pardon.

Applicants will be referred to a local law enforcement authority to complete LiveScanning. The local law enforcement authority shall transmit the LiveScan to the Bureau of Criminal Identification Investigation, State Department of Justice, for processing.

The Live Scan fee will be paid by Blue Oak Charter School for employees, and on a case by case basis for volunteers.

Additionally, should an employee, during their employment with the BOCS, be convicted of a controlled substance or sex offense, or serious or violent felony, the employee must immediately report such a conviction to the Executive Director.

The Executive Director or designee shall request subsequent arrest service from the Department of Justice as provided under Penal Code 11105.2.

Procedures for Background Checks

Employees and contractors of Blue Oak are required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. Volunteers who will volunteer outside of the direct supervision of a credentialed



BLUE OAK SCHOOL
A WALDORF-INSPIRED PUBLIC CHARTER (K-8)

Board Policy: #4112.5

Section: Personnel

Adopted:

Revised:

employees will be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

The Executive Director of the Charter School shall monitor compliance with this policy and report to the Charter Council on a regular basis. The Charter Council Chair shall monitor the fingerprinting and background clearance of the Executive Director.

SOP Live Scan Process

Comprehensive School Safety Plan
SB 187 Compliance Document

2025-26
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:

Approved by:

Name	Signature	Date
Buck Ernest	<i>Buck Ernest</i>	1-13-25
Kathy Maddox		
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Table of Contents

Senate Bill 187: Comprehensive School Safety Plan Purpose	3
Safety Plan Vision	4
Blue Oak Charter Safety Committee	4
Assessment of School Safety	4
Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)	4
Components of the Comprehensive School Safety Plan (EC 32281)	4
Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)	4
Disaster Plan/Procedures (EC 35295-35297; GC 8607 and 3100) (See Appendix C-F)	5
Active Shooter Tactics and Countermeasures:	5
Active Shooter Outline:	7
Front Office Intruder Alert:	7
Public Agency Use of School Buildings for Emergency Shelters	8
School Suspension, Expulsion and Mandatory Expulsion Guidelines	9
Procedures to Notify Teachers of Dangerous Pupils (EC 49079)	15
Warning Signs of School Violence	15
Sexual Harassment Policies (EC 212.6 [b])	16
School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)	18
Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)	18
School Discipline Rules and Consequences (EC 35291 and EC 35291.5)	19
Blue Oak Charter School Conduct Code	19
Conduct Code Procedures	19
Hate Crime Reporting Procedures and Policies	20
Safety Plan Review, Evaluation and Amendment Procedures	24
Safety Plan Appendices	25
Emergency Contact Numbers	25
Blue Oak Charter School Incident Command System	25
Incident Command Team Responsibilities	25
Types of Emergencies & Specific Procedures	28
Aircraft Crash	28
Animal Disturbance	28
Armed Assault on Campus	28
Biological or Chemical Release	30
Bomb Threat/ Threat of Violence	31
Disorderly Conduct	32
Earthquake	32
Explosion or Risk of Explosion	32
Fire in Surrounding Area	33
Fire on School Grounds	33
Flooding	33

Motor Vehicle Crash	33
Psychological Trauma	34
Pandemic Procedures	34
Injured Student Emergency Accident Protocol	34
Air Quality Protocol	35
Workplace Violence Prevention Plan	36
Emergency Evacuation Map	37

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.

Blue Oak Charter Safety Committee

Assessment of School Safety

Annually, the Facilities Committee, Parent Council Representatives and Blue Oak Charter Council began reviewing past information on the School Safety Plan. During the fall of 2023 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.

Components of the Comprehensive School Safety Plan (EC 32281)

(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 Plan/Procedures (EC 35295-35297; GC 8607 and 3100) (See Appendix C-F)

Through the Butte County Office of Education and the Chico Unified School District, Blue Oak has formulated an effective Active Intruder Response plan.

If there is an active shooter invasion everyone must be alerted. A speedy alert is critical. Seconds count.

Alerts should be accepted, taken seriously, and should help make survival decisions based on the circumstances.

Blue Oak has adopted Chico Unified School Districts Emergency Response Guide. Necessary information can be accessed via a Quick Action Guide flip chart. The flip charts are located in every room there are students. They are easily understood and accessible.

Blue Oaks training explains scenarios where Lockdowns, Evacuation or Countermeasures are the choices available rather than the traditional intruder options that have one choice. 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 lockdowns and prepare to counter.

Video surveillance, 911 calls and PA announcements are 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 intruder's position as well as the PA system that reaches all of Blue Oaks Campus

both interior and exterior, emails and texts will be used as well. There is a land line in every room at Blue Oak School and they have the ability to call room to room or use the PA system to make announcements to the entire school.

Evacuate/Barricade/ Counter:

These are the three options that Blue Oak has trained for. To inform everyone, these will be announced over the schools PA system as, "Code Red Blue Oak, Code Red Blue Oak." It is the supervising adult/teacher that will make the decision to evacuate, barricade or counter.

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. Once it has been determined by the Teacher/ Adult in the classroom that it is safe to evacuate, the students should listen to their teacher for which route will be taken to get out. Blue Oak's Safe Area is inside Enloe Medical facility located 530 meters NE of Blue Oak towards Hwy 99 (Next door to Blue Oak.) The secondary re-unification designated area is in front of Save Mart Grocery Store parking lot.

If the armed intruder is too near for the class to evacuate then the teacher needs to make the decision to **Barricade** themselves in the classroom. The Black out drapes need to be closed, lights need to be turned off, the emergency magnet needs to be pulled out and the door needs to be locked shut. Desks and chairs need to be stacked in front of the classroom door to create a barricade. Everyone in the room should stay away from windows and try to remain out of sight. All students need to be quiet and they need to spread out and hide. All classrooms have a survival bucket that has water and snacks in them as lockdowns can be many hours.

Blue Oaks Active Intruder plan does not promote actively confronting a violent intruder. **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 aim accurately or continue acting as they were because of disorientation. 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. When it is obvious the intruder will gain entry into an occupied room 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 throws projectiles at the intruder causing them to be distracted and shocked interrupting their plan and causing them to gather themselves and start again. Catching the intruder off guard interrupts their thought processes, confuses/disorients/and or disables them, forcing them to make a different decision and prevent or delay their actions. These moments when the intruder is discombobulated is when the class needs to act quickly and use one of two choices. They can evacuate or restrain the assailant. These choices are hard to make and they cannot be chosen in theory. The situation needs to develop and this decision needs to be made by the adult in charge.

At any point in time during this violent event, if the adult in charge determines it is safe to evacuate then everyone needs to listen and calmly and quietly evacuate through the safest passage and make their way over to the Enloe Outpatient Building to the Northeast of Blue Oak. If this reunification point is not accessible or dangerous then continue to travel Northeast towards Save Mart Grocery Store and Blue Oak will reunite in front of Save Mart in the parking lot. Remain at either reunification point until released by police/emergency services or the Blue Oak Administration.

Blue Oak is committed to increasing survivability in a violent intruder event through training of proactive response options. There are more ways than one to be prepared for a violent event. Whether at a mall, in a theater, grocery shopping, attending a game or listening to a concert, there are options. When these 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 Blue Oaks monthly 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, or completely negate any casualties.

Active Shooter Outline:

If a violent intruder gains access to the interior of Blue Oak and the front office/admin is notified the following people will be communicating to all of Blue Oak in this successive order. The Executive Director (ED) will be the primary incident commander. If the ED is not capable then the Assistant Executive Director (AED) will take command followed by the Registrar.

An intruder alert needs to be announced over the PA system, repeated three times, 911 needs to be called, texts and emails need to be sent. Communications need to be established. Think of this as Google Maps. In order to determine where accidents are and where traffic is slow or stopped Google Maps relies on the users to send in notifications to inform everyone. The more active and current information for everyone to hear the better to determine a safe course of action.

Making announcements over the PA system as to where the intruder's location is can help others make a decision as to what course of action they choose. Blue Oak has a series of cameras for surveillance. These cameras have two way speakers, lights and alarms and can be used to help aid in keeping everyone out of harm's way.

Stating the whereabouts of the intruder will help the entire school to determine what action to take.

If the intruder is too near the teacher and their students need to act quick and either be ready to barricade or counter. If the intruder is far enough away then the teacher and their students should evacuate, stay low, make their way via the safest route to Enloe outpatient building or to the Save Mart grocery store parking lot, the second reunification site. Evacuation is the most sought after choice to make if it is safe to do so.

The front desk/admin should have an emergency roster readily available for the day, everyday. This helps to determine which faculty, students, staff are out for the day or if they are missing. The roster should include the sign in/out roster as well so it can determine if there are volunteers still on campus.

Once at the designated meeting point we follow police guidance. No students are to leave with their parents from the reunification point prior to being cleared by the first responders.

Front Office Intruder Alert:

The person sitting in the office lobby chair is faced with the most dangerous encounter should an active shooter enter through the front doors.

The front doors are locked when school is in session. Anyone entering the building must do so from the front lobby after being identified via camera and buzzed in. They are required to log in at the lobby office and receive a visitor's pass to wear while on campus.

If an intruder should make their way in from the front the person at the lobby desk should duck and cover and call 911 while screaming "Intruder! Intruder!" The rest of the office staff needs to react and make decisions. 911 needs to be called, again. The Executive Director shall be in charge of the School cell phone and the AED will make the 911 emergency call. The ED needs to make sure they are in a secure position to communicate with the school. It can be anticipated that many people will call 911 as well because of the active shooter's presence on campus. A decision at this point needs to be made as to who is going to stay and who will go, if evacuation is a safe option for the Administration.

The Executive Director will be on the PA and Camera system to announce the threats location and try to keep them preoccupied to limit their progress and movement until the police arrive and neutralize the threat.

The rest of the office staff should try to move to the ED's office or the AED's office. Barricade in and make a decision from there. If evacuation is a viable option then that should be done. Be sure the route you decide to take is clear and mostly safe.

Be leary of evacuating through any of the office windows. With limited access to the interior of the school from the lobby the intruder would backtrack outside and start looking in/shooting windows. All black out curtains need to be pulled and occupiers of those offices with multiple windows should get out and decide what course of action to take. Don't be an easy target. Move!

If the intruder is near the Admin hallway then Facilities will be tasked with getting on the PA system and identifying where the intruder is to the rest of the school. Conversely, if the shooter is near the Facilities side of the building then Administration should be on the PA system and with the ring cameras to identify where the intruder is to help others make an informed, safe decision. Stating where the intruder is, what they are wearing, if they can be identified, are all helpful bits of information to relay to the school. Having this information can help to make a decision for the next course of action.

These timelines, actions, motions, choices are fluid and nothing is predictable. If there is a plan in place but only half of it was used, that's better than having no plan and executing none of it. People do not rise to the occasion, they fall back on their training.

(C) 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.

(D) 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, threatened 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 8, 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.

(E) 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. 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.
- Possession and/or use of firearms and other weapons.

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.

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.

(F) 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.

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

It is encouraged for children's clothing to be free of media images and catchy slogans. Children are inundated with advertisements in their daily lives, and Blue Oak strives 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:

- 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.

(H) 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

During morning drop off traffic is One Way around the building. This one way action will be from 7:45 a.m to 8:15 a.m. Students may enter through the double doors on the west side drop off or through the single wide walk through gate into the play yard. Students may also enter through the double doors on the East side of the building. All parent walk-ins must enter through the main entrance at the front of the school. Side entrances will remain locked at all times, except drop off. These double doors located on the east and west of the school will be unlocked from 7:45 to 8:15 a.m. The Kindergarten is located at the back right NE corner of the school.. It is best to park near this area and walk your Kindergartener into the Kindergarten playground.

- All Blue Oak School Students may be dropped off at 7:15 AM but only enter through the front of the school and must remain supervised in the Great Room. At 7:45 students are permitted to go to the play yard.

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 shortly after dismissal, they will be walked to the supervised front lobby to wait for pickup or dismissed to meet at an arranged location. If a student's pickup is going to be later than 15 minutes, please call the front office to report. If the student is repeatedly unable to be picked up within the first 30 minutes, enrollment in after-school care may be a good option or participation in one of Blue Oaks after-school clubs. Lower grades are dismissed at 3:00 pm. Upper grades/Middle School is released at 3:05 pm.

- Children in Grades 1st - 3rd are met outside their classroom each day.
- This small gesture allows for countless opportunities for parents to support their children and to connect with other parents and teachers. This pick up procedure is encouraged to continue further through the grades. If a parent or family member cannot pick up their child during this time prior arrangements need to be made and communicated to the classroom teacher.
- Kindergartners must be picked up outside their classrooms.

- Children in grades 1st - 5th require written permission from the parent to be able to walk home.
- Students in grades 6-8th will be released for pick-up or provide their own transportation home: ie, bicycle, scooter, skateboard etc.

(I) 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: Minor Referral:

These are 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

(J) 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

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: Conflict Resolution:

It may be possible, through a process called Conflict Resolution, 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

Emergency Services	Certified Fortress	(530) 893-4269
Law Enforcement/Fire/Paramedic	Chico Police Department	(530) 897-4900

Blue Oak Charter School Incident Command System

Incident Commander: Susan Domenighini

Safety Officer: Buck Ernest

Public Information Officer: Susan Domenighini

Scribe: Maggie Buckley

Incident Coordinator Assistant: Kathy Maddox

Planning/Intelligence: Susan Domenighini

Logistics: Maggie Buckley

Operations Finance/Administration: Maggie Buckley

First Aid And Search Teacher A: Kayla Mahanay

Students Release And Accountability Teacher B: Hunter Hamblin

Whole school Intercom System

559: On any landline phone in the school.

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 an 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.
- Before moving the animal corpse, engage in safe practices by putting on latex disposable gloves and a face mask. Lift the body with a shovel and place it in a trash bag, tighten the bag and deposit the entire bag into the large trash bin for removal from campus.

Armed Assault on Campus

ACTIVE SHOOTER

- 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 devices. 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 that 911 has been called. 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.
- 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 to choose their best survival response option. Commands to initiate safety protocols will be given over the PA system.
- 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.

- 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.
- 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 evacuate by any means possible and move to another location.
- Direct command post staff is to maintain contact with teachers reporting pertinent emergency information via the school cell phone.
- 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. Enloe Medical building is the primary relocation site. If it is not safe at the primary, then the secondary site is recommended at Save More 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 identify 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 a CODE RED LOCKDOWN of the immediate area. If the a 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 a CODE RED LOCKDOWN of the room.
- Rooms in CODE RED LOCKDOWN should 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 CODE RED 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 armed intruder(s) have 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 alert the media and parents and direct them to go to the Relocation Site.
- Those who remained secured in an Code Red 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 the Incident Coordinator via the 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 it's a minor amount of water the area can be cleaned 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 another may occur. To help navigate through possible future viral outbreaks resulting in a Pandemic we created a Blue Oak Charter School Reopening Safety Plan. This plan can be found on Blue Oak's web page <https://blueoakcharterschool.org/>. As a school we excelled in 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. Blue Oak 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. Blue Oak then analyzed all gathered information to make informed, educated and thought out decisions to help keep its students, staff and families safe.

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 it is appropriate, the student's 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 are still in school. We don't need more adults in the 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

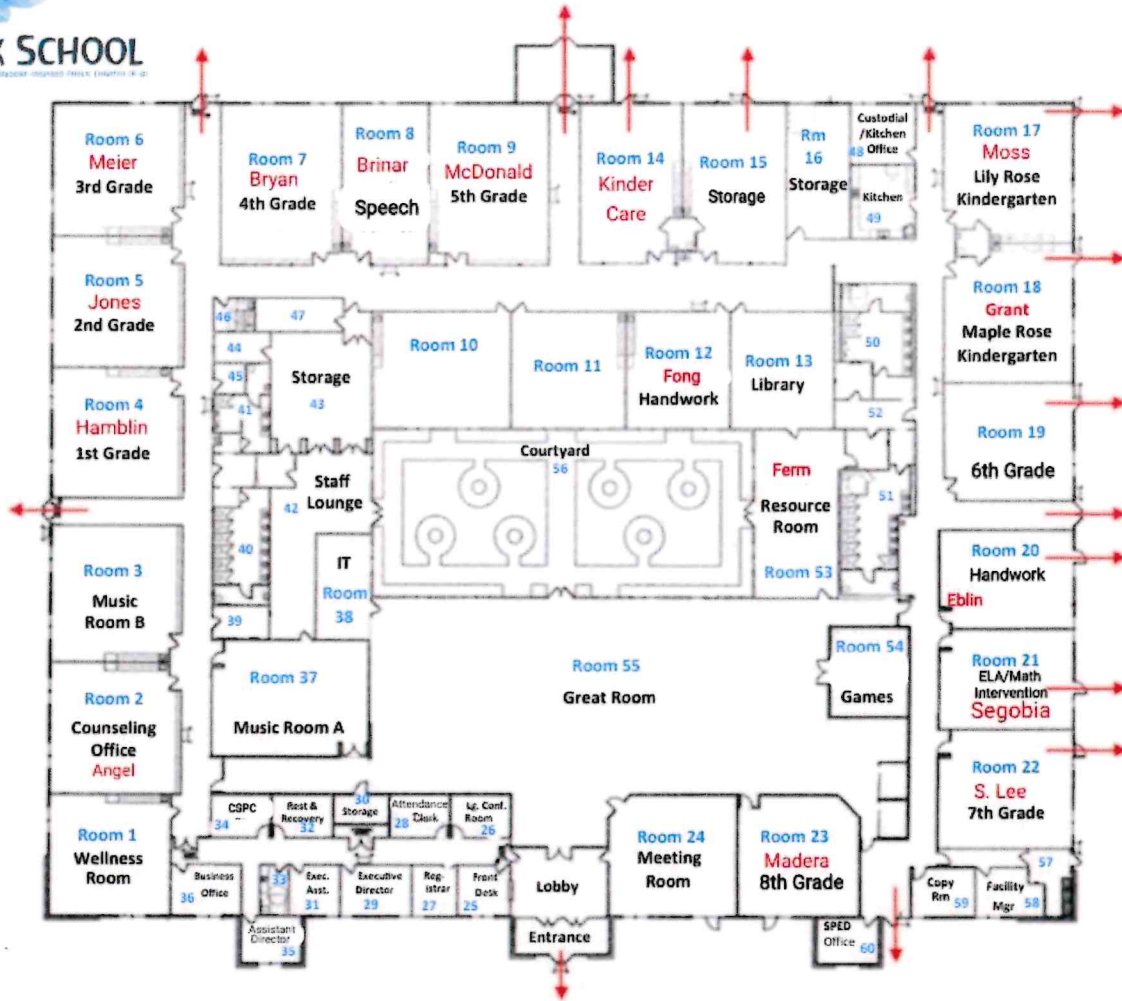
Wildfires in California have become increasingly relevant to students' daily health. Blue Oak uses the site AIRNOW.GOV to determine the daily AQI (Air Quality Index) and if students should stay inside or go outside for breaks, snacks, lunch and recess. If the AQI in Chico is above 151-200, the air quality 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.

Workplace Violence Prevention Plan:

According to the Occupational Safety and Health Administration (OSHA), workplace violence is the second leading cause of fatal occupational injuries in the United States, affecting nearly two million American workers annually. The Majority of employers in California must establish, implement and maintain a Workplace Violence Prevention Plan that includes: Prohibiting employee retaliation, Accepting and responding to reports of workplace violence: Employee workplace violence training and communication: Emergency Response: Workplace violence hazard assessments: 2024 was the first year OSHA required this plan to be created and implemented into all qualifying business entities. The plan is complete and is available upon request.

Emergency Evacuation Map

2024-2025 School Year



Updated July 31, 2024



BLUE OAK SCHOOL

A WALDORF-INSPIRED PUBLIC CHARTER (K-8)

Application for Measure C Funds

May 1, 2025

Update July 31, 2025

Updated December 9, 2025

SECTION 1: APPLICANT INFORMATION

Blue Oak Charter School

Primary Contact: Susan Domenighini

Executive Director

(530)879-7483 ext 2003

sdomenighini@blueoakcharterschool.org

SECTION 2: PROJECT OVERVIEW

Project Name: A Home for Blue Oak Charter School

Project Description:

In its present location, Blue Oak Charter School currently serves approximately 220 students. Phase 1 of the proposed project proposes the construction of a permanent, 22,000-square-foot modular facility designed to fully accommodate its current enrollment.. Careful planning and coordination propose preparation of the site and building systems for long-term expansion to a 300-student capacity in future phases.

The new campus is located on a scenic property bordered by open land and adjacent to a creek—an environment that supports Blue Oak’s Waldorf pedagogy, emphasizing ecological awareness, outdoor education, and integrated learning. The site is planned from the outset to accommodate future modular expansions and maximize its natural assets for educational and child development purposes.

Phase 1 Includes:

- 10 general education classrooms (2 classrooms for combined TK/K classrooms, and Grades 1–8)
- A fully featured administrative portion of the facility, containing the following:
 - Reception/waiting, open office, director's office, human resources, conference room, nurse's office, admin restroom, and MPOE/infrastructure.
- Support services, including:
 - Psychologist's office, speech office, wellness room, counseling room, and special education room.
 - A warming kitchen and food office.
 - An elevator and associated equipment room
- A flexible-use library designed to support reading, music instruction, and intervention
- Outdoor hard and soft play areas, appropriately scaled for current enrollment and expandable in future phases.

Future Phases Include:

- Specialty and performance spaces, such as a Great Room
- Dedicated specialty instruction spaces for functions such as handwork, science, music, and a multipurpose "Great Room"

Estimated Cost:\$22,000,000

Expected Start Date: September 2026

Expected Completion Date: May 2028

3. EVALUATION CRITERIA

Feasibility

Blue Oak Charter School has taken deliberate and responsible steps to ensure this project is realistic, well-planned, and financially achievable within the proposed timeline and budget. The school has retained Kings Consulting, a firm recommended through Chico Unified School District staff, to guide the Proposition 2 funding application process. Based on a comprehensive review of Blue Oak's application and eligible preference points, Kings Consulting thinks the project is well-positioned and highly competitive for funding consideration.

Additionally, the California Department of Education conducted the SFPD 4.0 Initial School Site Evaluation and issued a positive determination, providing the necessary clearance for the proposed site to move forward. To maintain fiscal responsibility, Blue Oak is intentionally postponing further construction-related expenditures until the full scope of secured funding is known.

Blue Oak has also participated in multiple planning and coordination meetings with its architectural firm, RGA, and the CUSD Facilities Department. These meetings have resulted in

detailed preliminary project estimates used to establish a realistic and informed construction budget for the new school.

Phasing Narrative:

Blue Oak Charter School views Phase 1 as an exciting opportunity to transition into a purpose-built campus that prioritizes function, efficiency, and educational experience over surplus or underutilized space. While the current leased facility is larger in total square footage, much of that space goes unused or does not align with the school's evolving educational model. The new campus has been intentionally designed to support Blue Oak's day-to-day operations and pedagogical goals through well-planned, right-sized spaces that reflect the school's actual teaching and learning methods.

This design approach carries forward the school's long-standing adaptability. As a charter school rooted in resilience and creativity, Blue Oak has a proven history of tailoring its programs to the spaces available while maintaining a high standard of education. Classrooms and shared spaces are often used for multiple purposes throughout the day—a practice that will continue in Phase 1. The library, for example, will serve as a hub for literacy instruction, music education, and small-group interventions, adapting to support multiple core and specialty functions.

While the initial phase does not include spaces such as a Great Room or dedicated rooms for handwork, science, or music, those program elements will remain fully integrated into the school experience. Teachers and staff are well-versed in delivering these subjects in general-purpose or shared environments. The flexibility of the school's schedule, instructional model, and team culture ensures that no aspect of the program is lost—only delivered more intentionally.

For larger events such as school assemblies, performances, and seasonal gatherings, Blue Oak will continue its long-standing practice of partnering with local organizations. These include a local high school musical performance, assembly spaces, and other community venues where the school has strong, ongoing relationships. These partnerships have allowed Blue Oak to maintain a rich and engaging calendar of student and family events, even without on-site performance space.

The Waldorf educational model reinforces this approach. It encourages creativity, rhythm, and integrated instruction over reliance on fixed or specialized facilities. Movement, music, storytelling, and artistic work are embedded in classroom life, not confined to specific rooms. Phase 1 provides the flexibility to continue these practices while positioning the school for future expansion.

How Phase 1 Supports the Full Program:

Each class has a dedicated classroom, and all core subjects will be fully delivered. Music, counseling, and other support services will operate effectively in shared spaces. The administrative wing will support school operations, attendance, health, and staff collaboration. Students will have daily access to meaningful outdoor play and movement opportunities that reflect Waldorf values.

Comparison to Current Use:

Space Type	Existing Lease	Phase 1 Build	Notes
General Classrooms	Present	Present	2 TK/K 1 per grade (1–8)
Dedicated Music/Handwork/Science Library	Present	Not included	Functions reassigned/shared
Multipurpose Room	Present	Not included	Multi-use for reading/music/intervention Outdoor and community venues for events
Admin Offices	Present	Present	Enhanced layout and functionality
Outdoor Play	Present	Present	Hard and soft play; expandable

Project Phasing and Coordination

The Blue Oak campus is being designed from the outset to support both immediate educational needs and future expansion. Phase 1 includes utility infrastructure and site improvements that will allow for the addition of classroom spaces, specialty instructional spaces, and a Great Room in later phases without requiring significant rework or relocation. Outdoor play and circulation areas are scaled to current enrollment but designed for expansion as the school grows.

Civil design and coordination has begun, with an emphasis on complying with existing infrastructure conditions and frontage requirements along adjacent public streets. The project team is also engaged in early coordination with the adjacent property owner and the Meriam Park development team to align circulation, utilities, and site access strategies where feasible. These discussions have been productive and will continue as design evolves.

All necessary project approvals will be routed through the Division of the State Architect (DSA), including review of modular construction, access, life safety, and site work components. CUSD's facilities staff and consultants are working closely with the design team to ensure the project meets applicable standards. Lastly, the project will comply with City standards where required, while also pursuing appropriate exemptions or alternatives where applicable due to district ownership and oversight.

Obstacles

Potential obstacles such as funding timing, construction cost escalation, and regulatory approvals are being proactively addressed through early planning, professional consultation, and close coordination with all stake holders. With these measures in place, Blue Oak Charter School is well-prepared to successfully deliver this project within the proposed scope, schedule, and budget.

SECTION 2: PROJECT PLANS COMPLETED AND APPROVED

Blue Oak Facilities Committee continues to work with the Architectural Firm RGA to develop site plans for final approval by the Blue Oak Charter Council. The SFPD 4.0 Initial Site Evaluation with CDE was in May 2025 (Attached) and indicated we can proceed with the site. The Blue Oak Charter Council approved this proposal in a special meeting on April 22, 2025

SECTION 3: SECURED AND LEVERAGE FUNDING

Total Project Cost: \$22,000,000

Cost Category	Amount	Notes
Soft Costs	~\$6,000,000	Based on consultant estimates and comparable projects
Site Work	~\$5,000,000	Includes utilities, parking, grading, paths of travel, and play areas
Modular Construction	~\$11,000,000	Per manufacturer estimates

Funding Strategy

Funding Source	Amount	Status
Prop 2	\$17,433,283	Requested
Measure C	\$1,001,000	Requested
Measure C	\$1,897,718	Allocated
Measure K	\$ 1,383,385	Allocated
Measure C	\$ 921,696	Allocated
CSFA Loan	\$12,229,484	Requested

Blue Oak Charter School has demonstrated strong financial planning and long-term commitment to the development of a permanent school site through the strategic allocation of the local bond funding. To date, Blue Oak has set aside \$4,281,813 from Measure C and Measure K allocations specifically designated for the development of a new campus.

If awarded the requested Measure C funding through this application, Blue Oak's total available capital for the project would increase to \$5,282,813. These funds will be applied directly toward the match requirement for Proposition 2, reducing the amount of financing needed through a California School Finance Authority (CSFA) loan.

This approach strengthens the overall financial feasibility of the project, lowers long-term debt obligations, and reduces future operating costs. Most importantly, it allows Blue Oak to preserve more operational funding to reinvest directly into instructional programming, student services, and educational outcomes.

4. PROPOSED LOCATION

Chico Unified, through the use of Blue Oak's Measure K funding, purchased property at the corner of Apodaca Place and Bruce Road to support a new school site for Blue Oak. Close of escrow confirmed by Jaclyn Kruger on August 24, 2024

5. IMPACT OF DISTRICT STUDENTS

Blue Oak Charter School serves primarily Chico Unified Residents, with 84% of our students residing within the Chico Unified School District. The students' demographics closely match those of Chico Unified. Blue Oak, a small school community focused on child development, engages students through story, art, music, and movement. This provides a unique option for students with diverse learning styles and broad interests. These students, as they transition to high school or interact with others in the community, bring a unique experience and perspective that enriches the experiences of other students.

The new site will allow the offering to improve environmental education, including connection and funding with the California Coastal Commission Inland Waterways. The new site location is part of a growing area in Chico, drawing and supporting new families who are moving to the area. Blue Oak Charter School community events, such as the May Faire and the Walk into Winter Faire, will be more accessible to Chico students and new community members.

6. UNIQUE PROGRAM OFFERING

Grounded in the holistic principles of Waldorf education, our school offers a unique, developmentally appropriate curriculum that integrates academic excellence with the arts, nature-based learning, and social-emotional development. As a Waldorf School, Blue Oak engages children through story, movement, handwork, music, and art daily or weekly. Understanding child development and knowing when a child is ready to learn informs all aspects of education, including engaging in drawing. Handwork and violin develop hand-eye coordination, small motor skills, and proprioception. The play-based Kindergarten allows children to learn reading and math skills through story and rhyme while also building critical social skills. Experiential learning, such as significant field trips, solidifies students' understanding of their learning and strengthens the class and family community. Through annual classroom plays, students develop strong oral skills. Those who complete the whole educational process through middle school develop the ability to think critically and apply it to daily life.

7. SOCIOECONOMIC FACTORS

The following table is taken from Chico Unified's Charter Authorizer Spring Reflections, which provides detailed information on our demographics, including students with Disabilities and English Language Learners.

Blue Oak currently serves 151 unduplicated pupils.

Student Group	2022-2023		2023-2024		2024-2025	
	#	%	#	%	#	%
All Students	260		232		219	
English Learners	9	3.5	11	4.7%	9	4.1%
Foster Youth	2	.8%	3	1.3%	0	0%
Homeless	2	.8%	3	1.3%	12	5.5%
Socioeconomically Disadvantaged	155	59.6%	127	54.7%	145	66.2%
Students with Disabilities	32	12.3%	34	14.7%	37	16.9%
African American	6	2.3%	2	.9%	3	1.4%
American Indian or Alaska Native	1	.4%	0	0%	0	0%
Asian	4	1.5%	7	3.02%	4	1.8%
Filipino	0	0%	1	.4%	2	.9%
Decline to state			6	2.6%	6	2.7%
Hispanic	54	20.7%	56	24.1%	60	27.4%
Native Hawaiian or Pacific Islander	2	.8%	1	.49%	0	0%
White	169	65%	135	58.2%	115	52.5%
Two or More Races	23	8.8%	24	10.3%	29	13.2%

*Source: DataQuest

SECTION 4: SUPPORTING DOCUMENTATION [Link](#)

Charter Council minutes

Initial School Site Evaluation CDE

Location Map

Site Layout

Measure K Allocation

Measure C Allocation

Loan Evaluation (Pending)

Behavior December 2025 Report

Annual Comparison

Month Office Minor Total /school days Merits

24-25

Month	Office	Minor	Total	/school days	Merits
Aug-24	14	18	32	3.2	
Sep-24	54	88	142	7.1	
Oct-24	101	150	251	13.9	
Nov-24	44	98	142	10.9	
Dec-24	39	52	91	6.1	
Jan-25	63	157	220	12.2	
Feb-25	36	156	192	12.0	
March 25	31	102	133	7.4	
Apr-25	81	113	194	9.7	
May/June-25	88	103	191	7.84	
	551	1037	1588	9.02	

658.00

0

25-26

July/Aug 25	14	39	53	2.79	16	Summer school included
Sept 25	77	46	123	5.59	46	
Oct 25	52	116	168	8.00	36	
Nov-25	40	83	123	8.79	15	
Dec-25	43	67	110	5.24	10	
Jan-26			0	0.00		
Feb-26			0	0.00		
Mar-26			0	0.00		
Apr-26			0	0.00		
May-June 26			0	0.00		
	226	351	577			

577

#DIV/0!

Grade Level Comparisons Full Year

Students with 6 or more combined office and minor referral includes current months numbers

T/K-2	8
3/5	19
6/8	19

Monthly Notes on Current Concerns & Research

Primary Minor Referral = Classroom Disruption

Primary Location = Classroom whole class non-instructional

3 students had more than 4 referrals

Primary Office Referral = Physical Aggression

Primary Location = classroom

3 students had more than 2 referrals

1 student suspended

Reduction of referrals accounting for current enrollment is 12%

