

Comprehensive School Safety Plan

2022 School Year

School: Live Oak Charter School
CDS Code: 49708546119036
District: Live Oak Charter School
Address: 100 Gness Concourse, Bldg. 1
Petaluma, Ca, 94952-3395
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Approved by:

Name	Title	Signature	Date

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Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

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

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

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

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

Assessment of school crime committed on school campuses and at school-related functions

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

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

A copy of the Comprehensive School Safety Plan is available for review at www.liveoakcharter.org.

Safety Plan Vision

To make tomorrow safer and healthier than today. We hold safety and health as our highest value and it is never compromised. Teamwork is embraced and we value the knowledge, skills, and abilities of the individuals in those teams. We stand up for what we believe in and lead by example. Everyone is a safety role model and leader. Open communication promotes fairness and portrays a high level of integrity while ensuring continuous improvement.

Components of the Comprehensive School Safety Plan (EC 32281)

Live Oak Charter School Safety Committee

Assessment of School Safety

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

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

BOARD POLICY

CHILD ABUSE REPORTING

Child Abuse Prevention: Live Oak Charter School recognizes the responsibility to educate students about the dangers of child abuse so that they will acquire the skills and techniques needed to identify unsafe situations and to react appropriately and promptly. Live Oak's instructional program shall include age-appropriate and culturally sensitive child abuse prevention curriculum. This curriculum shall explain students' right to live free of abuse, inform them of available support resources, and teach them how to obtain help and disclose incidents of abuse. The curriculum also shall include training in self-protection techniques. The Executive Director or designee shall seek to incorporate community resources into Live Oak's child abuse prevention programs. To the extent feasible, the Executive Director or designee shall use these community resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

Child Abuse Reporting: The Executive Director recognizes that child abuse has severe consequences and that Live Oak has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse. The Executive Director or designee shall establish procedures for the identification and reporting of such incidents in accordance with law. Employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect. Mandated reporters shall not investigate any suspected incidents but rather shall cooperate with agencies responsible for investigating and prosecuting cases of child abuse and neglect. The Executive Director or designee shall provide training regarding the reporting duties of mandated reporters. In the event that training is not provided to mandated reporters, the Executive Director or designee shall report to the California Department of Education the reasons that such training is not provided. (Penal Code 11165.7)

Child Abuse Prevention and Reporting Procedures: Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6)

1. A physical injury or death inflicted by other than accidental means on a child by another person
2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1
3. Neglect of a child as defined in Penal Code 11165.2
4. Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3
5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4

Child abuse or neglect does not include:

1. A mutual affray between minors (Penal Code 11165.6)
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment (Penal Code 11165.6)
3. An injury resulting from the exercise by a teacher, site administrator, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)
4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of the student (Education Code 49001)

5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the student (Education Code 49001)

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; administrators and employees of a licensed day care facility; Head Start teachers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7).

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses: A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166). Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11166.05, 11167)

Any Live Oak employee who reasonably believes that he/she has observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under age 14 shall notify a peace officer. (Penal Code 152.3, 288)

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166). When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166). No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166). Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

REPORTING PROCEDURES

1. Initial Telephone Report: Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department, sheriff's department, county probation department if designated by Live Oak to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

Child Protective Services and Child Welfare Services: (707) 565-4300 (8:00 am-5:00 pm Mon-Fri), (707) 565-4304 (24-hour Hotline) or (800) 870-7064

When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

2. Written Report: Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572). (Penal Code 11166, 11168)

The Department of Justice form may be obtained from Live Oak or other appropriate agencies, such as the county probation or welfare department or the police or sheriff's department.

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

- a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter
- b. The child's name and address, present location, and, where applicable, school, grade, and class
- c. The names, addresses, and telephone numbers of the child's parents/guardians
- d. The name, address, telephone number, and other relevant personal information about the person who might have abused or neglected the child
- e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her. (Penal Code 11167). The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)

3. Internal Reporting

The mandated reporter shall not be required to disclose his/her identity to his/her supervisor, the Executive Director or designee. (Penal Code 11166). However, employees reporting child abuse or neglect to an appropriate agency are encouraged to notify the Executive Director or designee. The Executive Director or designee notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Live Oak policy, and administrative regulation. At the mandated reporter's request, the Executive Director or designee may assist in completing and filing the necessary forms. Reporting the information to an employer, supervisor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

Training: Training of mandated reporters shall include identification and mandated reporting of child abuse and neglect. (Penal Code 11165.7)

Training shall also include guidance in the appropriate discipline of students, physical contact with students, and maintenance of ethical relationships with students to avoid actions that may be misinterpreted as child abuse.

Victim Interviews by Social Services: Whenever a representative from the Department of Social Services or another government agency investigating suspected child abuse or neglect deems it necessary, a suspected victim may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Penal Code 11174.3).

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the site administrator or designee shall inform him/her of the following requirements: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Executive Director or designee shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the

situation.

Parent/Guardian Complaints: Upon request, the Executive Director or designee shall provide parents/guardians with a copy of this administrative regulation that contains procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those procedures, an interpreter shall be provided.

To file a complaint against a Live Oak employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee also is obligated pursuant to Penal Code 11166 to file a report himself/herself using the procedures described above for mandated reporters.

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 4650.

Notifications: The Executive Director or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167. Live Oak also shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)

Before beginning employment, any person who will be a mandated reporter by virtue of his/her position shall sign a statement indicating that he/she has knowledge of the reporting obligations under Penal Code 11166 and will comply with those provisions. The signed statement shall be retained by the Executive Director or designee. (Penal Code 11166.5)

The Executive Director or designee also shall notify all employees that: 1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of his/her professional capacity or outside the scope of his/her employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172). 2. If a mandated reporter fails to report an incident of known or reasonably suspected child abuse or neglect, he/she may be guilty of a crime punishable by a fine and/or imprisonment. (Penal Code 11166). 3. No employee shall be subject to any sanction by Live Oak for making a report. (Penal Code 11166)

MANDATED REPORTING OVERVIEW

Mandated Reporter Facts

- If you suspect, Report!!
- Proof of abuse is not required, the investigation will make that determination
- 89% of all reports are made by mandated reporters (22% were school personnel)
- Schools are an essential component in ensuring the safety of children in society.
- First abuse reporting law in California in 1963, Child Abuse and Neglect in Reporting Act was adopted in 1980 which established modern mandated reporting definitions and requirements

Recognizing Child Abuse and Neglect

Physical Abuse

- a. Physical abuse is characterized by physical injury (for example, bruises, burns or broken bones) resulting from hitting, beating, kicking, biting, burning, or otherwise harming a child. Although the injury is not an accident, the parent or caretaker may not have intended to hurt the child. The injury may have resulted from over-discipline or inappropriate physical punishment.
- c. Can be single incident or repeated occurrences.
- d. Common locations of abusive injuries include the back, buttocks, ears, face (particularly the soft tissues of the cheek), neck, and genitalia.
- e. Red Flags include injuries without reasonable explanations, recurrent injuries or student disclosure of abuse

f. Indicators of abuse include truancy, violent or verbally aggressive behavior towards peers/adults, withdrawal from social and extracurricular engagement, recurring discipline incidents, decline in academic performance,

Sexual Abuse

- a. Any sexual act that is coerced, forced, or accomplished without the consent of the partner is considered abuse and must be reported
- b. Sexual Assault includes sexual contact with the genitals, intentional touching of erogenous zones (thighs, buttocks, groin, breast, masturbation in the presence of a child)
- c. Red Flags include Inappropriate sexual knowledge for age/development, Demonstrating sexual acts on other children or toys, Molesting other children, Sexually explicit drawings
- d. Child disclosure of sexual abuse is difficult; shame, fear, guilt and embarrassment are impediments to disclosure.
- e. Commercial Exploitation of Children has risk factors including substance abuse of child or parent, mental health issues, poverty, involvement with juvenile justice or child welfare.
- f. indicators include gang involvement, substance abuse, truancy, relationships with older persons, possession of expensive gifts.

Neglect

- a. General Neglect is failure to provide adequate care for a child absent physical injury.
- b. Severe Neglect is intentional failure to provide care which leads to harm, or endangerment, of a child's health.
- c. Medical Neglect, Emotional Neglect, and Educational Neglect are other forms.

Emotional Abuse

- a. A pattern of behavior by a caretaker that impairs a child's emotional and/or psychological development. This may include constant criticism, threats, rejection, intimidation, humiliation, acts intended to produce fear or guilt, withholding of love and support, and isolation. Witnessing of domestic violence also falls within the scope of emotional abuse.
- b. Reasonable suspicion of emotional abuse that must be reported often results from verbal disclosures or direct observation and involves any person willfully causing or permitting any child to suffer unjustifiable physical pain or mental suffering, or endangering the child's person or health

Behavioral Indicators

- a. Anxiety
- b. Depression
- c. Self-abusive behaviors (self-mutilation or "cutting", suicidal gestures/attempts)
- d. Low self-esteem
- e. Clingy, forms indiscriminate attachments
- f. Hostile, aggressive, or verbally abusive towards others
- g. Social maladjustment: Delinquent behavior (such as running away from home), use of alcohol or other drugs, academic/behavioral problems in school, poor peer relationships
- h. Other significant behavioral changes

What it Means to be a Mandated Reporter

Mandated reporters must make their report to the county welfare department (child protective agency) or to any police, sheriff, or, in some cases, county probation department. The responsibility for reporting rests solely with the mandated reporter. Reporting suspected abuse to an employer, supervisor, school principal, school counselor, coworker, or other person is not a substitute for reporting to a child protective agency and does not fulfill the obligation to report. HOWEVER If you need assistance in making the report, the administrator can assist. When two or more mandated reporters jointly have knowledge of suspected child abuse or neglect, a single report may be made by the selected member of the reporting team. Any member of the reporting team who has knowledge that the designated person has failed to report must do so him or herself.

Reasonable suspicion means that is objectively reasonable for a person to entertain suspicion given the known facts or allegations. if you suspect, report. You are not required to prove that abuse has occurred. That will be determined through investigation by the child welfare professionals or law enforcement. Mandated reporters include employed school staff, volunteers, while allowed to report, are not mandated reporters. If a volunteer discloses reportable information to you, you are then mandated to report.

How to make a report

- a. Call Sonoma County Family, Youth and Children's Services (CPS) 707-585-4300
- b. Write the report and submit

- c. Protections for mandated reporters
- d. Right to report
- e. Confidentiality and protection of reporter identity o Immunity for the reporter
- f. Failure to report is punishable and puts you at risk of fine, jail, civil suit, and loss of credential

Legal and Ethical Issues

Disclosing the report to parents: Deciding whether or not to tell a parent that you plan to report or already have reported child abuse can be a difficult decision. Although there are no legal guidelines for mandated reporters to follow in making this decision, keep in mind that your first priority is establishing the safety of the child. Any information that suggests that informing the parents could increase the risk of further abuse to the child should be considered. Also, be aware that such action could interfere with the investigation. For example, a parent might intimidate a child into recanting allegations, remove the child from their classroom or school, and/or flee to avoid contact with investigators.

You may consult with CPS before making a report to determine if a report is appropriate for the situation. If you observe warning signs, it is important to keep detailed and objective notes of your observations. Whether you are discussing the problem with colleagues or making a report to a child protective agency, written notes will be very helpful.

When inquiring about potential abuse:

a. Employ only open-ended questions in asking the child about it. For example, if a child displays unusual bruising, ask “How did you get hurt?” rather than “Did your father do that?” or “Who hit you?”

If a child discloses abuse: a. Control your emotional response, b. Do not express shock, disapproval or disgust regarding the child, suspected abuser, or disclosure, c. Do not label the child’s experience “abuse” or provide any other terminology not used by the child.

b. It is important to reassure the child that he or she is not to blame and to recognize, when appropriate, the child’s strength and courage in telling you about their experience. Let the child know what you will do as a result of the disclosure, explaining who you will tell and why. Don’t tell the child that you will not tell anyone. If you are considering making a report, or if you have made a report, notify the administrator. If you feel concerned about parents’ response, approach administrator for support.

After the report

a. Response times vary 3-10 days is common. b. Some cases lead to CPS worker interviewing child and/or involved parties

Outcomes

a. CPS may assign services to individuals and/or the family which can include such things as counseling, referrals to self-help groups or assistance in obtaining medical care, emergency shelter, transportation, or child-care. The social worker's activities are designed to protect children and enable families to stay together whenever possible.

b. Follow FERPA/Confidentiality and do not share information of reports outside of engagement with confidential staff with authorization for the student case file.

c. In rare situations where the case goes to trial, the mandated reporter may be required to provide testimony. IN SUCH CASES THE SCHOOL WILL PROVIDE LEGAL COUNSEL

d. Your report creates a valuable paper trail that may link with future reports to further a case and remedy for the child.

School Issues

Corporal Punishment is illegal in California

School personnel may exercise reasonably necessary physical control over a pupil to maintain order, protect property, protect the health and safety of pupils, or maintain conditions conducive to learning.

Physical contact with students must always be appropriate, which varies according to age and situation. Error on the side of caution.

Colleagues do not get special treatment. If you suspect a colleague of abuse, you are mandated to report it. Contact your administrator as well as the reporting agency in such situations. If the Administrator is the alleged offender, contact the school board representative.

Be aware of grooming protocol by adults and colleagues.

Perpetrators of sexual abuse are most often well known to children

Best practices for schools include

creating a safe environment through close supervision

classroom doors should have glass windows that are not covered

rooms with locked doors should be secured and checked to make sure they are not occupied at the end of each school day before- and after-school activities should occur in public, supervised locations

Establishing policies and regulations that will reduce situations in which a fixated or opportunistic abuser can groom and abuse children:

school personnel should not be alone with a student, school personnel should not take a student in their car alone. Contact administrator for support, school personnel should not “hang out” or socialize with students regularly, making consequences for sexual abuse unambiguous, policies should be clear to staff, students and parents, establishing clear definitions and a zero tolerance policy for sexual misconduct by school personnel, clarify that everyone is responsible for identifying and reporting suspicious behavior, If you become aware that a colleague has done something that could be considered abusive or neglectful, you are required to report your suspicions.

- Charter Schools

Charter schools are public schools organized by a group of parents, community leaders, and educators, and are usually sponsored by a public school governing board or county office of education. Although charter schools are generally exempt from most laws governing school districts, all laws regarding the need to report suspected child abuse apply equally to employees of charter schools. If a child stops attending a charter school program, this should be reported to the local school district that has jurisdiction.

Other Issues

- Domestic violence

o When domestic violence results in direct physical injury to a child, a suspected child abuse report must be made. Even when domestic violence does not result in physical injury, children in homes where domestic violence occurs are also at risk due to exposure. Children who witness domestic violence tend to be more aggressive and anxious than children from non-violent homes, and are less likely to be successful in school and social activities. They are at higher risk for delinquent behavior, separation anxiety, developmental regression, and sleep problems, including nightmares.

- Parental substance abuse.

o Children are more likely to be subjected to abuse and neglect in homes where substance abuse occurs. Children in these homes often suffer from a variety of physical, mental, and emotional health problems. In addition, increased stress and preoccupation with drugs or alcohol by the parent, combined with behavioral problems exhibited by the child, increases the risk for maltreatment.

- Homeless children

o While economic disadvantage should not be confused with abuse, it is also true that homeless children may be subjected to environmental factors such as drug abuse, family violence, and multiple families sharing a dwelling, that put them at higher risk of abuse. If you become aware that there are homeless children among those with whom you have contact, it is appropriate to be particularly observant and attentive to these children, and supportive of the special challenges they face socially and academically.

- Children with Developmental Disabilities

o Children with disabilities are more vulnerable and have greater needs for care than non-disabled children, putting them at higher risk for abuse and neglect. In a national study conducted in 1993, researchers found that children with disabilities were 1.7 times more likely to be maltreated than their non-disabled peers

o Risk factors include: May be used to having their bodies touched by adults, without their permission, because of their need for physical assistance, May be less likely to recognize dangerous situations, and therefore less likely, or able, to take precautions, Are often exposed to multiple caregivers, May be unable to distinguish abusive from non-abusive acts due to intellectual impairment, May have impaired communication, making it difficult to disclose abuse, Are usually taught to be compliant, Are viewed negatively by society, resulting in isolation and lack of social support, Are rarely educated about abuse prevention (e.g., personal safety, sex education, human and civil rights)

Preventing Abuse

- The Five Protective Factors are: 1. Parental Resilience, 2. Social Connections, 3. Knowledge of Parenting and Child Development , 4. Concrete Support in Times of Need, 5. Social and Emotional Competence of Children

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM SS 8572

All Penal Code (PC) references are located in Article 2.5 of the PC. This article is known as the Child Abuse and Neglect Reporting Act (CANRA). The provisions of CANRA may be viewed at: <http://www.leginfo.ca.gov/calaw.html> (specify fPenal Code~ and search for Sections 11164-11174.3). A mandated reporter must complete and submit the form SS 8572 even if some of the requested information is not known. (PC Section 11167(a).)

I. MANDATED CHILD ABUSE REPORTERS

- Mandated child abuse reporters include all those individuals and entities listed in PC Section 11165.7.

II. TO WHOM REPORTS ARE TO BE MADE (DESIGNATED AGENCIES~)

- Reports of suspected child abuse or neglect shall be made by mandated reporters to any police department or sheriff«s department (not including a school district police or security department), the county probation department (if designated by the county to receive mandated reports), or the county welfare department. (PC Section 11165.9.)

III. REPORTING RESPONSIBILITIES

- Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected incident of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof within 36 hours of receiving the information concerning the incident. (PC Section 11166(a).)
- No mandated reporter who reports a suspected incident of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by CANRA. Any other person reporting a known or suspected incident of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by CANRA unless it can be proven the report was false and the person knew it was false or made the report with reckless disregard of its truth or falsity. (PC Section 11172(a).)

IV. INSTRUCTIONS

SECTION A - REPORTING PARTY

Enter the mandated reporter's name, title, category (from PC Section 11165.7), business/agency name and address, daytime telephone number, and today's date. Check yes-no whether the mandated reporter witnessed the incident. The signature area is for either the mandated reporter or, if the report is telephoned in by the mandated reporter, the person taking the telephoned report.

SECTION B - REPORT NOTIFICATION:

Complete the name and address of the designated agency notified, the date/ time of the phone call, and the name, title, and telephone number of the official contacted.

SECTION C - VICTIM (One Report per Victim):

Enter the victim's name, address, telephone number, birth date or approximate age, sex, ethnicity, present location, and, where applicable, enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes-no box to indicate whether the victim may have a developmental disability or physical disability and specify any other apparent disability. Check the appropriate yes-no box to indicate whether the victim is in foster care, and check the appropriate box to indicate the type of care if the victim was in out-of-home care. Check the appropriate box to

indicate the type of abuse. List the victim's relationship to the suspect. Check the appropriate yes-no box to indicate whether photos of the injuries were taken. Check the appropriate box to indicate whether the incident resulted in the victim's death.

SECTION D - INVOLVED PARTIES:

Enter the requested information for: Victim's Siblings, Victim's Parents/ Guardians, and Suspect. Attach extra sheet(s) if needed (provide the requested information for each individual on the attached sheet(s)).

SECTION E - INCIDENT INFORMATION:

If multiple victims, indicate the number and submit a form for each victim. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheet(s) if needed.

V. DISTRIBUTION

- Reporting Party: After completing Form SS 8572, retain the yellow copy for your records and submit the top three copies to the designated agency.
- Designated Agency: Within 36 hours of receipt of Form SS 8572, send white copy to police or sheriff's department, blue copy to county welfare or probation department, and green copy to district attorney's office.

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

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Disaster Plan (See Appendix C-F)

DRILLS & EMERGENCY DISASTER PROCEDURES

Authorities, References, and Definitions

California Emergency Services Act

The California Emergency Services Act provides the basic authorities for conducting emergency operations following a proclamation of a local emergency, state of emergency, or state of war emergency by the governor and/or appropriate local authorities, consistent with the provisions of this Act.

California Government Code, Section 3100, Title 1, Division 4, Chapter 4

Public employees are disaster service workers, subject to such disaster service activities as may be assigned to them by their superiors or by law. The term "public employee" includes all persons employed by the state or any county, city, city and county, state agency or public school, excluding aliens legally employed.

The law applies to public school employees in the following cases: when a local emergency is proclaimed; when a state of emergency is proclaimed; or when a federal disaster declaration is made.

The law has two ramifications for school employees:

1. It is likely that public school employees are pressed into service as disaster service workers by their superiors, and may be asked to do jobs other than their usual duties for periods exceeding their normal working hours.
2. When pressed into disaster service, employee workers' compensation coverage becomes the responsibility of state government (Governor's Office of Emergency Services), but their overtime pay is paid by the school.

These circumstances apply only when a local or state emergency is declared. The Governor's Office of Emergency Services has stated that inadequately trained school staff renders school officials potentially liable for acts committed or omitted by school staff acting

within the scope of their training during or after a disaster. It requires that schools be prepared to respond to emergencies using State Emergency Management System(SEMS).

California Civil Code, Chapter 9, Section 1799.102

The code provides for Good Samaritan Liability for those providing emergency care at the scene of an emergency.

No person, who, in good faith and not for compensation, renders emergency care at the scene of an emergency, shall be liable for any civil damages resulting from any act or omission. The scene of an emergency shall not include emergency departments and other places where medical care is usually offered (Good Samaritan Liability).

California Education Code Sections 35295-35299, 40041, and 40042

The code requires that a school site disaster plan outline roles, responsibilities, and procedures for students and staff. It also requires that the school site emergency management organizational structure comply with SEMS, Title 19 Section 2400, and be ready for implementation at all times.

California Emergency Plan

Promulgated by the governor, and published in accordance with the California Emergency Services Act, it provides overall statewide authorities and responsibilities and describes the functions and operations of government at all levels during extraordinary emergencies, including wartime. Section 8568 of the Act states, in part, that "...the State Emergency Plan shall be in effect in each political subdivision of the state, and the governing body of each political subdivision shall take such action as may be necessary to carry out the provisions thereof." Therefore, local emergency plans are considered extensions of the California Emergency Plan.

Definitions: Incidents, Emergencies, Disasters

Incident: An incident is an occurrence or event, either human- caused or caused by natural phenomena, which requires action by emergency response personnel to prevent or minimize loss of life or damage to property and/or natural resources. Incidents may result in extreme peril to the safety of persons and property and may lead to, or create conditions of disaster. Incidents may also be rapidly mitigated without loss or damage. Although they may not meet disaster level definition, larger incidents may call for managers to proclaim a "Local Emergency".

Incidents are usually a single event that may be small or large. They occur in a defined geographical area and require local resources or, sometimes, mutual aid. There is usually one to a few agencies involved in dealing with an ordinary threat to life and property and to a limited population. Usually a local emergency is not declared and the jurisdictional emergency operations center (EOC) is not activated. Incidents are usually of short duration, measured in hours or, at most, a few days. Primary command decisions are made at the scene along with strategy, tactics, and resource management decisions.

Emergency: The term emergency is used in several ways. It is a condition of disaster or of extreme peril to the safety of persons and property. In this context, an emergency and an incident could mean the same thing, although an emergency could have more than one incident associated with it. Emergency is also used in SEMS terminology to describe agencies or facilities (e.g., Emergency Response Agency, Emergency Operations Center).

Emergency also defines a conditional state such as a proclamation of "Local Emergency". The California Emergency Services Act, of which SEMS is a part, describes three states of emergency:

- State of war emergency
- State of emergency
- State of local emergency

Disaster: A disaster is defined as a sudden calamitous emergency event bringing great damage, loss, or destruction. Disasters may occur with little or no advance warning (e.g., an earthquake or flash flood) or they may develop from one or more incidents (e.g., a major wildfire or hazardous materials discharge). Disasters are either single or multiple events that have many separate incidents

associated with them.

The resource demand goes beyond local capabilities and extensive mutual aid and support are needed.

There are many agencies and jurisdictions involved including multiple layers of government. There is usually an extraordinary threat to life and property affecting a generally widespread population and geographical area. A disaster's effects last over a substantial period of time (days to weeks) and local government will proclaim a local emergency. Emergency operations centers are activated to provide centralized overall coordination of jurisdictional assets, departments and incident support functions. Initial recovery coordination is also a responsibility of the EOC's.

Levels of Response: Response levels are used to describe the type of event: the area(s) affected the extent of coordination or assistance needed, and the degree of participation expected from the school. Response levels are closely tied to emergency proclamations issued by the head of local government.

Response Level 0 – Readiness and Routine Phase

On-going routine response by the school to daily emergencies or incidents. Stand-by and alert procedures issued in advance of an anticipated or planned event.

Response Level 3 - Local Emergency

A minor to moderate incident in which local resources are adequate and available. This level of emergency response occurs when an emergency incident (e.g., gas leak, sewer back-up, assault, bomb threat, toxic spill, medical emergency, shooting) occurs. A Level 3 response requires school/site coordinators to implement guidelines contained within this document and interact with public agencies.

Response Level 2 - Local Disaster

A moderate to severe emergency in which resources are not adequate and mutual aid may be required on a regional, even statewide basis with coordination with local police and fire departments of the affected are working in concert with Live Oak Charter School to respond. The affected cities and the County of Sonoma will proclaim a local emergency. Then, the State of California may declare a state of emergency.

Response Level 1 - Major Disaster

Resources in or near the impacted areas are overwhelmed and extensive State and Federal resources are required. The cities and the County of Sonoma will proclaim a local emergency. Then, the State of California will declare a state of emergency. A presidential declaration of an emergency or major disaster is requested by the state. When local jurisdictions declare a state of emergency, the School board can declare the same.

Emergency Phases

Some emergencies will be preceded by a build-up or warning period, providing sufficient time to warn the population and implement mitigation measures designated to reduce loss of life and property damage. Other emergencies occur with little or no advance warning, thus requiring immediate activation of the emergency operations plan and commitment of resources. All employees must be prepared to respond promptly and effectively to any foreseeable emergency, including the provision and use of mutual aid. Emergency management activities during peacetime and national security emergencies are often associated with the phases indicated below. However, not every disaster necessarily includes all indicated phases.

Prevention/Mitigation Phase

Prevention/mitigation is perhaps the most important phase of emergency management. However, it is often the least used and generally the most cost effective. Mitigation is often thought of as taking actions to strengthen facilities, abatement of nearby hazards, and reducing the potential damage either to structures or their contents, while prevention is taking steps to avoid potential

problems. Both of these elements require education of parents, students and teachers. While it is not possible to totally eliminate either the destructive force of a potential disaster or its effects, doing what can be done to minimize the effects may create a safer environment that will result in lower response costs and fewer casualties.

Preparedness Phase

The preparedness phase involves activities taken in advance of an emergency. These activities develop operational capabilities and responses to a disaster. Activities identified in this plan have either a primary or support mission relative to response and recovery review Standard Operating Procedures (SOP) or checklists detailing personnel assignments, policies, notification procedures, and resource lists. Personnel are acquainted with SOP, checklists, and are periodically trained in activation and execution.

Response Phase

The response phase is the time when agencies implement previously prepared plans.

Pre-Impact: recognition of the approach of a potential disaster where actions are taken to save lives and protect property.

Warning systems may be activated and resources may be mobilized, EOC's may be activated and evacuation may begin.

Immediate Impact: emphasis is placed on saving lives, controlling the situation, and minimizing the effects of the disaster.

Incident command posts and EOC's may be activated and emergency instructions may be issued.

Sustained: As the emergency continues, assistance is provided to victims of the disaster and efforts are made to reduce secondary damage. Response support facilities may be established. The resource requirements continually change to meet the needs of the incident.

Recovery Phase: Recovery is taking all actions necessary to restore the area to pre-event conditions or better, if possible.

Therefore, mitigation for future hazards plays an important part in the recovery phase for many emergencies. There is no clear time separation between response and recovery. In fact, planning for recovery should be a part of the response phase.

Planning: Our school has identified the location of potential evacuation sites (on and off campus) based on the potential circumstances that may cause movement/relocation of the school population in the event of an emergency.

The school has planned for:

- identifying the population of people with disabilities,
- determining proper signage and equipment,
- training staff to assist individuals with disabilities,
- coordinating with emergency response personnel.

Procedures for Safe Ingress and Egress

In addition to planning for daily ingress/egress routes and emergency evacuation routes, the school planned for assisting students, staff and visitors with disabilities. Under the Americans with Disabilities Act of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and/or cognitively/emotionally impaired must be assisted. The school map identifies evacuation areas and ingress/egress routes.

On-Campus Evacuation/Assembly Location

The primary evacuation site for the school site will be the field. Evacuation maps are posted in every classroom and office at each site.

Primary Off-Site Evacuation/Assembly Location

In the event of a need to evacuate from a school site to an off-campus location, following is a list of safe sites for Live Oak Charter School:

1. The field directly across from the office , to the northeast of the Concourse
2. The parking lot adjacent to the fairgrounds

Emergency Campus Evacuation

If it is necessary to evacuate the entire campus to another school or relief center, the Director will cooperate with emergency authorities in enlisting staff with cars and buses to help transport evacuees, direct the evacuation and assure all students/staff are accounted for as they depart and arrive.

In an emergency building evacuation all employees will:

1. Upon emergency alert, secure classroom or work area and depart/report to assigned area.
2. Perform duties as pre-assigned by the Director in cooperation with emergency services personnel.
3. Do not re-enter the building without permission or request of emergency service authorities.
4. Remain in the general assembly areas and calm students if not assigned another duty.
5. When signaled to re-enter safe areas of the school, quickly do so.
6. Upon safe re-entry, report anything amiss to the school Director.

In an emergency building evacuation teachers will also:

1. Assemble students for evacuation using designated routes and account for all students.
2. Secure room.
3. If possible, leave a note on the door advising where the class evacuated to if other than the standard assembly area.
4. Upon arrival at the assembly area, account for all students.
5. Secure medical treatment for injured students.
6. Report any students missing or left behind because of serious injuries.
7. Stay with and calm students.
8. If signaled to re-enter school, assure students do so calmly and account for all students.
9. Check room and report anything amiss to the Director.
10. Debrief students to calm fears about the evacuation.

Signals: When alerts signals are available, the two primary alerts should follow this pattern:

- A request for attention sent via radio.
- A set of directions appropriate for the situation.

Fire Drills: The Director shall hold fire drills monthly at Live Oak Charter School these drills will be done on rotation with earthquake and lock down drills.

- Whenever the fire alarm is sounded, all students, teachers and other employees shall quickly leave the building in an orderly manner. Teachers shall ascertain that no student remains in the building.
- The Head Classified Aide will check all student bathrooms on her way out of the building.
- Designated evacuation routes shall be posted in each room. Teachers shall be prepared to select alternate exits and direct their classes to these exits in the event the designated evacuation route is blocked.
- Evacuation areas will be established away from fire lanes.
- Students are to remain with their teacher in the evacuation area. Teachers shall take their emergency backpacks, take roll once in the evacuation area, and be prepared to identify missing students to authorities.

- The Director or designee shall log each drill conducted on the Emergency Drill Sheet

Standards for a Successful Fire Drill

1. The fire alarm can be heard by all staff and students.
2. Orderly evacuation begins immediately and is completed within five minutes of the initial alarm, with minimal congestion.
3. Teachers and students are staged in an orderly fashion away from fire lanes.
4. Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the Director/designee with the color card system.
5. Upon sounding of the all clear, students and staff return to their appropriate classroom and the teacher takes roll again. Missing students are reported to the office.

Lockdown Drills: The school conducts lockdown drills along with other types of emergency planning. These drills initially involve more pre-planning and organization than conducting others. There are a number of steps that are required in lockdown drills in order to be successful.

They involve:

1. Conduct a staff meeting. Plan on a 20 minute timeframe to review expectations and standards in terms of:
 - Locking doors
 - Covering windows
 - Turning off lights
 - Building barricades
 - Reviewing classroom and all clear procedures
 - Reviewing off site evacuation locations.
2. Send a follow-up reminder memo to your staff
3. Organize your assessment team. This also provides an excellent opportunity for your critical response team to work together with police participants in the drill.
4. Conduct the assessment.
5. Complete follow-up tasks. Remember, this sets the tone for the importance of safety for students and staff on your campus.

Additional drills should be done on rotation with earthquake and lock down drills bi-monthly or tri-monthly and do not require coordination with the police department.

Lockdown: A lockdown alert is sounded if there is a sniper, armed intruder or active shooter on campus. Staff members have a very limited amount of time in which to commit to a course of action. Immediately assess both the situation and the surrounding environment and respond to the situation based upon training and drills. This is also true for students who may need to become resources for substitutes or who are alone when an event occurs. Remember, the lockdown response is a partnership with local law enforcement.

Immediate actions

1. Students and staff go into classrooms/ buildings or run to off-site evacuation areas.
2. Lockdown includes building door barricades, internal barricades, covering windows and turning off/dimming lights.
3. Notify administration.
4. Call 9-1-1 if you know the location of the shooter, the description or identity of the shooter or if you need medical direction for a

victim.

5. Administration notifies the Executive Director.

Intermediate activities

1. Place a red card under the door/in a window if you have a serious injury in the classroom.
2. Take roll and conduct anxiety-reducing activities

Evacuation

1. Prepare students and yourself for a quick evacuation.
2. Follow directions of law enforcement when they arrive.

Shelter-In-Place: Shelter-in-Place may be directed if there should be a danger in the community that could present a danger to the school community or a situation at the school that could harm students or staff if they are outdoors. Incidents could include gas leaks, chemical spills, mountain lions or a predator in the neighborhood. In the event of an airborne chemical or biological release, it is safest for students and staff to remain indoors at the school site and “shelter-in-place” procedures apply.

The following steps should be followed when instructed or when an alerting system triggers a shelter-in-place:

1. Shelter-Go inside the nearest building or classroom, remain there and lock the door. You are looking for enclosed protection from the outside. Teachers should quickly check halls and get students into classrooms. Teachers will keep all students in the classroom until the emergency is resolved or directed to evacuate by the Director and/or public safety responders.
2. Shut-Close all doors and windows. The tighter and more complete the seal the better. Close as many windows and doors between the outside and your shelter-in-place room as possible. Shut down the HVAC control system.
3. Listen-Remain quiet to hear critical instructions from school officials. If there is no direction, continue instructional/work activities until the situation resolves or you are directed to do otherwise.

Additional steps for teachers and staff (if appropriate)

1. Advise students to cover mouth and nose with a damp cloth or handkerchief to protect from any airborne hazards.
2. A school official (or student if no official present) should close all vents and turn off ventilation systems. The goal is to keep inside air in and outside air out. Air conditioners and heating systems bring outside air in.
3. Turn off all motors and fans. Still, non-moving air is best. Turn off anything that creates wind, generates extra heat, or could generate sparks.
4. Advise students to remain sheltered until the “all- clear” signal is given by a school or local official.

School and Parent Responsibilities for Students

The Basic Plan: The basic plan addresses the school’s responsibilities in emergencies associated with natural disaster, human-caused emergencies and technological incidents. It provides a framework for coordination of response and recovery efforts within the School in coordination and with local, state, and federal agencies. The plan establishes an emergency organization to direct and control operations at all sites during a period of emergency by assigning responsibilities to specific personnel. The basic plan:

- Conforms to the federally mandated National Incident Management System (NIMS), State mandated Standardized Emergency Management System (SEMS) and effectively restructures emergency response at all levels in compliance with the Incident Command System(ICS).
- Establishes response policies and procedures, providing the school clear guidance for planning purposes.

- Describes and details procedural steps necessary to protect lives and property.
- Outlines coordination requirements.
- Provides a basis for unified training and response exercises to ensure compliance.

Objectives

- Protect the safety and welfare of students, employees and staff.
- Provide for a safe and coordinated response to emergencies.
- Protect the School's facilities and properties.
- Enable the School to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for interface and coordination between sites and the School office.

Schools are required by both federal statute and state regulation to be available for shelters following a disaster. The American Red Cross (ARC) has access to schools in damaged areas to set up their mass care facilities, and local governments have a right to use schools for the same purposes. This requires close cooperation between school officials and ARC or local government representatives.

School Responsibility: If the Executive Director declares a School emergency during the school day, the following procedures will be followed. All students will be required to remain at school or at an alternate safe site under the supervision of the school Director or other personnel assigned by the Director until regular dismissal time and released only when it is considered safe or until released to an adult authorized by the parent or legal guardian whose name appears on School records. If students are on their way to school, they should continue to on their way to school. If students are on their way home from school, they are to continue home.

During a declared emergency, those students who have not been picked up by their parents or other authorized person may be taken by School personnel to another site where consolidated care facilities can be provided. This information will be given to the media stations and posted at the site to keep parents informed.

Staff Planning Suggestions: Preparedness for emergencies starts with planning. The backbone of school planning is dependent on the staff's willingness to stay at school during a major community emergency. Personal preparedness makes this much easier. Each staff member needs to prepare their family and home for earthquakes and other emergencies. Staff members should have:

1. a 72-hour supply kit for the home,
2. a car kit, including comfortable clothes/shoes and medications,
3. developed a plan to reunite with their family,
4. a neighborhood preparedness program.

Preparedness brochures are available from the local chapter of the American Red Cross, Sonoma County Office of Emergency Services, www.redcross.org, www.prepare.org or www.ready.gov. If the disaster occurs during school time, smart emergency management recommends the child stay at school until the parent or a trusted friend (found on school emergency cards) picks up the child. Nobody can guess, especially in an earthquake, how impacted neighborhoods may be. This means the school staff will need to stay with the children. You can only do this if you are prepared at home. You must feel that your family can activate your family plan without you.

Parent Responsibility: Parents and legal guardians of students will be provided with a Student Health/Emergency Form each year. In case of a declared emergency, students will be released ONLY to persons designated on this form. Parents are responsible for ensuring that information on the Student Health/Enrollment Form is current at all times. Parents are asked to share with the schools the responsibility for informing students of what they should do in case of a severe earthquake or other major emergency.

Parents need to give specific directions to each student to follow the policy outlined above and to follow the directions of school personnel. School authorities will do everything possible to care for each student while he/she is under School supervision. It is critical that students do not have directions from parents that are contrary to the School's stated policy on retention at school and authorized release in case of a severe emergency.

Emergency Response Procedures Basic Actions: Most emergency responses are covered by the following basic actions.

Stand By: Stand by consists of bringing students into the classroom or holding them in the classroom pending further instruction.

Leave Building: Leave building consists of the orderly movement of students and staff from inside the school building to outside areas of safety or planned evacuation site. Leave Building is appropriate for, but not limited to, the following emergencies:

- fire
- peacetime bomb threat,
- chemical accident,
- explosion or threat of an explosion,
- following an earthquake,
- other similar occurrences that might make the building uninhabitable,
- at the onset of a lockdown alert, when teacher/supervisor has ascertained that leaving is the best option.

Take Cover: Take cover consists of bringing/keeping students indoors if possible and sheltering in place as appropriate to the situation. If outdoors, take cover consists of hiding behind any solid object (large tree, engine block of car, cement wall), in the event of a sniper attack, armed intruder, rabid animal, or moving immediately to a location which is upwind and uphill in the event of a chemical or biological threat. Take cover is appropriate for, but not limited to, the following:

- severe windstorm(short warning),
- biological or chemical threat,
- sniper attack,
- rabid animal on school grounds.

Drop: The beginning of a disaster itself ordinarily warrants this response. It consists of:

1. Inside school buildings. Immediately take cover under desks or tables and turn away from all windows and remain in a sheltered position for at least 60 seconds silent and listening to/or for instructions.
2. Outside of school buildings. Earthquake: move away from buildings and take a protective position, if possible.
3. Explosion/nuclear attack. Take a protective position. Get behind any solid object (ditch, curb, tree, etc.); lie prone with head away from light or blast; cover head, face, and as much of the skin surface as possible; close eyes, and cover ears with forearms.
4. Go Home: Go home consists of dismissal of all classes and return of students to their homes by the most expeditious manner. Go Home is to be considered only if there is time for students to go safely to their homes and if buses or other transportation are available for students who live at a distance from the school. Notification of parents by radio broadcast, local television, phone distribution lists, or other means will be requested.

Directed Maintenance: No school personnel/students are allowed to re-enter a school facility until inspected by and authorized by appropriate school personnel which include maintenance and school administrators, and if applicable, police, fire, or city inspectors. In the event that drinking water is unsafe, water valves will be turned off and the drinking fountains sealed.

Water, gas, and electrical shut-off valves will be shut-off for each applicable building under the joint authorization of the administration and fairgrounds personnel.

Directed Transportation: Under certain disaster conditions, authorized officials may attempt to move an entire community, or portion thereof, from an area of danger to another area of safety. Directed transportation consists of loading students and staff into school buses, cars and other means of transportation, and taking them from a danger area to a designated safety area. This action is appropriate only when directed by the Executive Director or Director, site administrator, police, Police or fire. It may be appropriate for, but not limited to, movement away from: specified man- made emergency (shooting, etc.), chemical and biological gas alert, flood, fallout area, blast area and fire.

Public Agency Use of School Buildings for Emergency Shelters

The Fairgrounds can be used as an emergency evacuation center/shelter for the public. This is most likely to occur during the Northern California fire season September to December.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

BOARD POLICY

DISCIPLINE, SUSPENSION AND EXPULSION

Students attending Live Oak Charter School shall be subject to discipline in accordance with the provisions herein.

In general, no student in the Charter School shall be suspended or expelled from school without a finding by the Executive Director or designee that lesser remedies have failed to resolve the problem, or that there are no appropriate lesser remedies.

Staff shall enforce disciplinary rules fairly, consistently and without discrimination.

The School shall notify each student's parent/guardian at the beginning of the school year of the availability of rules of the Charter School pertaining to student discipline. The Executive Director shall notify students of all rules pertaining to student discipline at the beginning of the school year or at the time of enrollment in the school. Board policies and regulations shall delineate acceptable student conduct and provide the basis for sound disciplinary practices. The school may develop disciplinary rules to meet the school's individual needs.

Recess Restriction

A teacher may restrict a student's recess time when he/she believes that this action is the most effective way to bring about improved behavior, subject to the following conditions:

1. The student shall be given adequate time to use the restroom and get a drink or eat lunch, as appropriate.
2. The student shall remain under an employee's supervision during the period of restriction.
3. Teachers shall inform the Executive Director of any recess restrictions within 24 hours.

Detention after School

Students may be detained for disciplinary reasons up to one hour after the close of the maximum school day.

If a student will miss his/her transportation on account of being detained after school, the Executive Director or designee shall notify parents/guardians of the detention at least one day in advance so that alternative transportation arrangements may be made. The student shall not be detained unless the Executive Director or designee speaks to the parent/guardian.

In cases where transportation departs more than one hour after the end of the school day, students may be detained until the transportation departs.

Suspension from School

Suspension: Definitions

- Suspension from school means removal of a student from ongoing instruction for adjustment purposes.
- Day means a calendar day unless otherwise specifically provided.
- School-day means a day upon which the Charter School is in session or weekdays during the summer recess.

- Student includes a student's parent or guardian or legal counsel.
- Student with Previously Identified Exceptional Needs means a student who meets the requirements of Education Code 5206 and who, at the time the alleged misconduct occurred, was enrolled in a special education program.
- Executive Director's Designee means one or more staff at a school site specifically designated by the Executive Director, in writing, to assist with disciplinary procedures.
- In the event there is not an administrator besides the Executive Director at a school site, the Executive Director may specifically designate, in writing, an employee at the school site to assist with disciplinary procedures. Only one such employee at a time may be designated as the Executive Director's primary designee for the school year.
- An additional staff person may be designated by the Executive Director, in writing, to assist with disciplinary procedures when both the Executive Director and Executive Director's primary designee are absent from the school site. The name of the additional person and the person(s) designated as "Executive Director's designee", shall be on file in the Executive Director's office.
- Habitual means a frequent repetition.
- 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 \$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 Charter School property, or the personal property of the person threatened or his or her immediate family.

Suspension: Authority to Suspend

Suspension shall be imposed only when other means of correction fail to bring about proper conduct. However, a student, including a student with previously identified exceptional needs, may be suspended from the school for not more than five consecutive school days for any of the reasons in Education Code 48900 upon a first offense, if the Executive Director determines the student has committed any of the acts enumerated in Education Code 48900 (a)-(e) or that the student's presence causes a danger to persons or property or threatens to disrupt the instructional process.

Suspension: Grounds for Suspension or Expulsion

A student may be suspended for any of the acts listed in Education Code 48900, Education Code 48900.2, 48900.3, 48900.4 or Education Code 48901.5 if the act is related to school activity or school attendance, including but not limited to the following circumstances:

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, or going to or coming from, a school-sponsored/school related activity.

A student may not be suspended or recommended for expulsion unless the Executive Director of the school in which the student is enrolled determines that the student has:

1. (1) Caused, attempted to cause, or threatened to cause physical injury to another person; or (2) Willfully used force or violence upon the person of another, except in self-defense.
2. 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 student had obtained written permission from a certificated school employee, which is concurred in by the Executive Director or the Executive Director's designee.
3. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
4. Unlawfully offered or arranged or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a 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.
7. Stolen or attempted to steal school property or private property.
8. Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clover cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this does not prohibit use or possession by a student of his or her own prescription products.
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 11014.5 of the Health and Safety Code.
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
12. Knowingly received stolen school property or private property.

13. Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
14. Committed or attempted to commit a sexual assault as defined in 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in 243.4 of the Penal Code.
15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that student from being a witness or retaliating against that student for being a witness, or both.
16. Aids or abets the infliction or attempted infliction of physical injury to another person.
17. Committed sexual harassment as defined in Education Code 212.5. This conduct 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 subsection shall not apply to students enrolled in kindergarten and grades 1 to 3, inclusive.
18. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in subdivision (e) of Education Code 233. This sub-section applies to students enrolled in any of grades 4 to 12, inclusive
19. Intentionally engaged in harassment, threats, or intimidation, directed against a student or group of students, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of that student or group of students by creating an intimidating or hostile education environment. This sub-section applies to students enrolled in any of grades 4 to 12, inclusive.
20. Making terroristic threats, as defined, against school officials or school property, or both.

Alternatives to Suspension

Alternatives to suspension or expulsion will be used with students who are truants, tardy, or otherwise absent from assigned school activities.

In lieu of disciplinary action prescribed by this policy, the Executive Director, the Executive Director's designee, or the governing board may require a student to perform community service on school grounds during non-school hours. For purposes of this subsection "community service" may include, but is not limited to, work performed on school grounds in the areas of outdoor beautification, campus betterment, and teacher or peer assistance programs. This sub-section does not apply if suspension or expulsion is required by this Policy or the Education Code.

SUSPENSION: PROCEDURES

Suspension by Teacher

A teacher may suspend any student from his/her class, for any of the acts enumerated in Education Code 48900 for the day of the suspension and the day following.

The teacher shall immediately report the suspension to the Executive Director of the school and send the student to the Executive Director or designee for appropriate action.

As soon as possible, the teacher shall telephone or write to the parent or guardian of the student asking them to attend a parent/teacher conference regarding the suspension. A school administrator shall attend the conference if the teacher or the parent or guardian so requests.

The student shall not be returned to the class from which he/she was suspended, during the period of the suspension, without the concurrence of the teacher and the Executive Director.

A student suspended from a class shall not be placed in another regular class during the period of suspension. However, if the student is assigned to more than one class per day, this paragraph shall apply only to other regular classes scheduled at the same time as the class from which the student was suspended.

A teacher may also refer a student, for any of the acts enumerated in Education Code 48900, 48900.2, 48900.3, 48900.4 and 48901.5, to the Executive Director for consideration of a suspension from the school.

Suspension by Executive Director or Executive Director's Designee

The Executive Director of the school, or the Executive Director's designee may suspend a student from the school for any of the acts enumerated in Education Code 48900, 48900.2, 48900.3, 48900.4 and 48901.5, and pursuant to Education Code 48900.5 for not more than five consecutive school days.

Pre-suspension Conference

Suspension shall be preceded by an informal conference conducted by the Executive Director or his designee between the student, and whenever practicable, the teacher or supervisor or school employee who referred the student to the Executive Director or his designee. At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him/her and shall be given the opportunity to present his/her version and evidence in support of his/her defense.

Exception: Emergency Situation

This pre-suspension conference may be omitted only if the Executive Director or Executive Director's designee determines that an emergency situation exists. "Emergency situation" means a situation determined by the Executive Director, or the Executive Director's designee to constitute a clear and present danger to the lives, safety or health of students or school personnel. If the pre-suspension conference is not held, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference. The conference shall be held within two school days, unless the student waives his/her right to it, or is physically unable to attend for any reason; in such case the conference shall then be held as soon as the student is physically able to return to school.

Notice to Parents

At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian in person or by telephone.

A notice of the suspension shall be mailed to the parent/guardian of the suspended student. The notice shall be in the primary language of the parent/guardian insofar as is practicable. The notice shall include the following:

1. A statement of the facts leading to the decision to suspend.
2. The date and time when the student will be allowed to return to school.
3. A statement of the right of the student or parent/guardian to request a meeting with the Executive Director or Executive Director's designee.
4. A statement of the parent/guardian's or the student's right to have access to the student's record as provided by Education Code 49069.
5. A request that the parent/guardian attend the informal conference with school officials regarding the student's behavior, including notice that state law requires parent/guardian to respond to such request without delay.

While the parent/guardian is required to respond without delay to a request for a conference regarding his/her child's behavior, no penalties may be imposed on the student for the failure of the parent/guardian to attend such conference, nor may the readmission of the student be contingent on the attendance by the student's parent/guardian at such conference.

A school employee shall report the suspension of the student, including the cause therefor, to the Charter School Executive Director.

Notice to Parents Upon Release of Minor Student to Peace Officer

When an Executive Director or other school official releases a student to a peace officer in order to remove the minor from the school premises, with the exception of cases involving suspected child abuse, the school official shall take immediate steps to notify the parent/guardian or responsible relative of the student that the student has been released to the officer, and the place to which the student is reportedly being taken. In cases involving suspected child abuse, the school official shall provide the peace officer with

the address and telephone number of the student's parent or guardian.

Notice to Law Enforcement Authorities

The Executive Director of a school or the Executive Director's designee shall, prior to the suspension or expulsion of any student, notify the appropriate law enforcement authorities of the county or city in which the school is situated, of any acts of the student which may violate Section 245 of the Penal Code, relating to assault with a deadly weapon or force likely to produce great bodily harm.

The Executive Director of a school or the Executive Director's designee shall within one school day of the suspension or expulsion of any student by telephone or other appropriate method chosen by the school, notify the appropriate law enforcement authorities of the county or city in which the school is situated, of any acts of the student which may violate subdivision (c) or (d) of Education Code 48900.

The Executive Director or the Executive Director's designee shall notify the appropriate law enforcement authorities of the county or city in which the school is located of any acts of the student which may involve the possession or sale of a controlled substance or a violation of Section 626.9 or 626.10 of the Penal Code relating to bringing or possessing on school grounds a firearm, a knife having a fixed blade longer than 2-1/2 inches, folding knife with a blade that locks into place, a razor with an unguarded blade, a taser, a stun gun or any instrument that expels a metallic projectile such as a BB or pellet, through the force of air pressure, CO2 pressure, or spring action, or any spot marker gun.

Meeting with Executive Director or Executive Director's Designee

If suspension is ordered by an Executive Director or an Executive Director's designee, the student or the student's parent/guardian shall have the right to request a meeting with the Executive Director or Executive Director's designee to discuss the causes, the duration, the school policy involved and other matters pertinent to the suspension.

If, after the meeting, the Executive Director or Executive Director's designee determines that no violation occurred, all records and documentation regarding disciplinary proceedings and suspension shall be destroyed immediately, and no information regarding the meeting shall be placed in the student's permanent record file or communicated to any person not directly involved in the disciplinary proceedings. If the determination is that the penalty imposed was inappropriate for the violation, the records and documentation concerning the suspension shall be revised to indicate only the facts leading to any other disciplinary action imposed by the Executive Director or the Executive Director's designee.

Suspension by Board of Education

The governing board may suspend a student from school for any of the acts listed under Education Code 48900, 48900.2 and 48901.5 for any number of school days not to exceed twenty school days in any school year, unless for purposes of adjustment a student enrolls in or is transferred to another regular school, an opportunity school or class, or continuation education school or class, in which case suspension shall not exceed thirty school days in any school year.

Hearing by Board of Education/Closed Session

If the governing board is considering a suspension, disciplinary action, or any other action, except expulsion, against any student, it shall hold closed sessions if a public hearing would lead to disclosure of information which would violate a student's right to privacy under Education Code 49073 et. seq. The student may request, however, a public meeting and the request shall be granted if made in writing and served upon the clerk or secretary of the governing board within 48 hours after receipt of the board's notice of closed session, except any discussion at the meeting that may be in conflict with any other student's right to privacy, shall be in closed session.

Board Notice of Closed Session

Before calling a closed session to consider suspension of, disciplinary action against, or any other action against a student except expulsion, the governing board shall, in writing, by registered or certified mail or by personal service, notify the student and the student's parent or guardian of the intent of the governing board to call and hold a closed session.

Suspension: Limitations on Suspensions

A student may be suspended for no more than five consecutive school days for any of the reasons enumerated above under grounds for suspension, unless the student is suspended by the governing board which may suspend for any number of consecutive school days not to exceed twenty school days in a school year, unless for purposes of adjustment a student enrolls in or is transferred to another regular school, an opportunity school or class, or continuation education school or class, in which case suspension by the governing board shall not exceed thirty consecutive school days in any school year.

A student shall be suspended for no more than twenty school days in a school year. Notwithstanding the above paragraphs, if an expulsion of the suspended student is being processed by the governing board, the suspension may be extended by the Executive Director, or a person designated by the Executive Director, in writing, until such time as the governing board has rendered a decision.

Before acting to extend the suspension, the Executive Director or Executive Director's designee shall notify the student and the student's parent/guardian of the proposed extension with an offer to hold a conference concerning the extension to give the student and the student's parent/guardian an opportunity to be heard on the extension. Following the meeting in which the student and the student's parent/guardian are invited to participate, the Executive Director may extend the suspension only upon first determining that the presence of the student at the school or in an alternative school placement would cause a danger to persons or property or a threat of disrupting the instructional process.

If the student or the student's parent/guardian requested a meeting to challenge the original suspension by an Executive Director or Executive Director's designee, that meeting may be held to decide both the merits of the suspension and the extension of the suspension order.

Notwithstanding the above paragraphs, an individual with exceptional needs may be suspended for up to, but not more than, 10 consecutive schooldays if he or she poses an immediate threat to the safety of himself or herself or others. In the case of a truly dangerous child, a suspension may exceed 10 consecutive schooldays, or the student's placement may be changed, or both, if either of the following occurs:

- The student's parent or guardian agrees.
- A court order so provides.

Suspension: Supervised Suspension Classroom

A student suspended from a school for any of the reasons enumerated in "Grounds for Suspension or Expulsion" of this Policy may be assigned, by the Executive Director or the Executive Director's designee, to a supervised suspension classroom for the entire period of suspension if the student poses no imminent danger or threat to the campus, students or staff, or if an action to expel the student has not been initiated.

Students assigned to a supervised classroom shall be separated from other students at the school site for the period of suspension in a separate classroom, building, or site for students under suspension.

Each student in the supervised suspension classroom can receive assignments to be completed while the student is assigned to the classroom. The teacher shall provide all assignments and tests that the student will miss while suspended. If no classroom work is assigned, the person supervising the suspension classroom shall assign schoolwork.

At the time a student is assigned to a supervised suspension classroom, a school employee shall attempt to notify, in person or by telephone, the student's parent or guardian. Whenever a student is assigned to a supervised suspension classroom for longer than one class period, a school employee shall notify the student's parent or guardian in writing.

EXPULSION

Expulsion: Definitions

Expulsion means removal of a student from the immediate supervision and control, or the general supervision, of school personnel, as those terms are used in Education Code 46300.

Firearm means any device, designed to be used as a weapon, from which is expelled through a barrel a projectile by the force of any explosion or other form of combustion. (Penal Code 12001)

Knife means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 3 1/2 inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade.

Assault is an unlawful attempt, coupled with a present ability, to commit a violent injury on the person of another (Penal Code 240).

Battery is any willful and unlawful use of force or violence upon the person of another (Penal Code 242).

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 Charter School property, or the personal property of the person threatened or his or her immediate family.

Legal Counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California

Non-attorney Advisor means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case and has been selected by the student or the student's parent or guardian to provide assistance at the hearing.

Expulsion: Authority to Expel

A student may be expelled only by the governing board.

Expulsion: Grounds for Expulsion

For a student to be expelled for any grounds enumerated in this section, the act must have been committed at school or at a school activity off school grounds as defined in section 48900:

The Executive Director shall recommend the expulsion of a student for any of the following acts, unless the Executive Director finds that expulsion is inappropriate, due to the particular circumstance:

1. (1) Caused, attempted to cause, or threatened to cause physical injury to another person; or (2) Willfully used force or violence upon the person of another, except in self-defense.
2. Possession of any knife, explosive or other dangerous object of no reasonable use to the student at school or at a school activity off school grounds.
3. Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
4. Robbery or extortion.
5. Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

Upon recommendation by the Executive Director, or hearing officer/administrative panel, the Board may order a student expelled upon finding that the student violated the above "Grounds for Expulsion" (1)-(5) or committed any of the following acts:

1. Caused, attempted to cause, or threatened to cause physical injury to another person (Education Code 48900(a)).
2. 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 student had obtained written permission to possess the item from a certificated school employee, which is concurred in by the Executive Director or the designee of the Executive Director. [Education Code 48900(b)].
3. Unlawfully possessed, used, sold or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind. [Education Code Section 48900(c)].
4. Unlawfully offered, arranged or negotiated to sell any controlled substance listed in Chapter 2 (commencing with 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance or material as a controlled substance, alcoholic beverage or intoxicant. [Education Code 48900(d)].
5. Committed or attempted to commit robbery or extortion. [Education Code 48900(e)] And one or both of the following:
 - a. that other means of correction are not feasible or have repeatedly failed to bring about proper conduct, or
 - b. that due to the nature of the act, the presence of the student causes a continuing danger to the physical safety of the student or others.

The Executive Director shall immediately suspend pursuant to Education Code 48911 and shall recommend to the governing board the expulsion of a student that he or she determines has committed any of the following acts:

1. Possessing, selling, or otherwise furnishing a firearm except with prior written permission to possess the firearm from a certificated employee, concurred in by the Executive Director or the designee of the Executive Director. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of the Charter School.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance listed in Chapter 2 (commencing with 11053) of Division 10 of the Health and Safety Code.
4. Committing or attempting to commit a sexual assault as defined in subdivision (n) of 48900 or committing a sexual battery as defined in subdivision (n) of 48900.

The governing board shall order a student expelled upon finding that the student committed an act listed in Education Code 48915(c) for a minimum of one year from the date of the expulsion, except that the governing board may set an earlier readmission date on a case-by-case basis, and shall refer that student to a program of study that meets all the following conditions:

1. Is appropriately prepared to accommodate students who exhibit discipline problems.
2. Is not provided at a comprehensive middle, junior or senior high school, or at any elementary school.
3. Is not housed at the schoolsite attended by the student at the time of the suspension.

The governing board may order a student expelled upon recommendation by the Executive Director, hearing officer/administrative panel and upon finding that the student violated any of the following:

1. Caused or attempted to cause damage to school property or private property. [Education Code 48900(f)]
2. Stolen or attempted to steal school property or private property. [Education Code 48900(g)].
3. Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clover cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this does not prohibit use or possession by a student of his or her own prescription products. [Education Code 48900(h)].
4. Committed an obscene act or engaged in habitual profanity or vulgarity. [Education Code 48900(i)].
5. Had unlawful possession of or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code. [Education Code 48900 (j)].
6. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. [Education Code 48900(k)].
7. Knowingly received stolen school property or private property. [Education Code 48900(1)].
8. Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. [Education Code 48900(m)].
9. Committed sexual harassment as defined in Education Code 212.5. This conduct 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 subsection shall not apply to students enrolled in kindergarten and grades 1 to 3, inclusive. (Education Code 48900.2).
10. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in subdivision (e) of Education Code 33032.5. This subsection applies to students enrolled in any of grades 4 to 12 inclusive.
11. Intentionally engaged in harassment, threats, or intimidation, directed against a student or group of students, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of that student or group of students by creating an intimidating or hostile education environment. This sub-section applies to students enrolled in any of grades 4 to 12, inclusive.

And either of the following:

- a. that other means of correction are not feasible or have repeatedly failed to bring about proper conduct, or
- b. that due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

The governing board shall refer a student who has been expelled pursuant to subsection 2 or 5 to a program of study that meets all the conditions specified in subsection 4. However, students expelled pursuant to subsection 5 may be referred to a comprehensive middle, junior or senior high school, or an elementary school, if the county Superintendent of schools certifies that an alternative program of study is not available at a site away from a comprehensive middle, junior high school, or an elementary school.

Expulsion: Students with Previously Identified Exceptional Needs Conditions for Expulsion

In a matter involving a student with previously identified exceptional needs who is currently enrolled in a special education program, the governing board may order a student expelled pursuant to Education Code 48915(b) and (d) only if all of the following conditions are met:

1. An individualized education program team meeting is held and conducted pursuant to Article 3 (commencing with 56340) of Chapter 2 of Part 30 of the Education Code.
2. The team determines that the misconduct was not caused by, or was not a direct manifestation of, the student's identified disability.
3. The team determines that the student had been appropriately placed at the time the misconduct occurred. (Education Code 48915.5 (a))

Exception to Parental Consent

All applicable procedural safeguards prescribed by federal and state laws and regulations apply to proceedings to expel students with previously identified exceptional needs, except that notwithstanding 56321, subdivision (e) of 56506, or any other provision of

law, parental consent is not required prior to conducting a pre-expulsion educational assessment pursuant to subdivision 4 or as a condition of the final decision of the local board to expel.

Notice to Parents

The parent of each student with previously identified exceptional needs has the right to participate in the individualized education program team meeting following the completion of a pre-expulsion assessment pursuant to subdivision 4 through actual participation, representation, or a telephone conference call. The meeting shall be held at a time and place mutually convenient to the parent and the Charter School within the period, if any, of the student's pre-expulsion suspension. A telephone conference call may be substituted for the meeting. Each parent shall be notified of his or her right to participate in the meeting at least 48 hours prior to the meeting. Unless a parent has requested a postponement, the meeting may be conducted without the parent's participation, if the notice required by this paragraph has been provided. The notice shall specify that the meeting may be held without the parent's participation, unless the parent requests a postponement for up to three additional schooldays pursuant to this subdivision. Each parent may request that the meeting be postponed for up to three additional school days. In the event that a postponement has been granted, the Charter School may extend any suspension of a student for the period of postponement if the student continues to pose an immediate threat to the safety of himself, herself, or others and the local educational agency notifies that the suspension will be continued during the postponement. However, the suspension shall not be extended beyond 10 consecutive schooldays unless agreed to by the parent or by a court order. If a parent who has received proper notice of the meeting refuses to consent to an extension beyond 10 consecutive schooldays and chooses not to participate, the meeting may be conducted without the parent's participation.

Decision Based on Pre-expulsion Educational Assessment

In determining whether a student should be expelled, the individualized education program team shall base its decision on the results of a pre-expulsion educational assessment conducted in accordance with the guidelines of Section 104.35 of Title 34 of the Code of Federal Regulations, which shall include a review of appropriateness of the student's placement at the time of the alleged misconduct, and a determination of the relationship, if any, between the student's behavior and his or her disability.

In addition to the pre-expulsion educational assessment results, the individualized education program team shall also review and consider the student's health records and school discipline records. The parent, pursuant to Section 300.504 of Title 34 of the Code of Federal Regulations, is entitled to written notice of the local educational agency's intent to conduct a pre-expulsion assessment. The parent shall make the student available for the assessment at a site designated by the local educational agency without delay. The parent's right to an independent assessment under Education Code 56329 applies despite the fact that the student has been referred for expulsion.

Decision of IEP Team

If the individualized education program team determines that the alleged misconduct was not caused by, or a direct manifestation of, the student's disability, and if it is determined that the student was appropriately placed, the student shall be subject to the applicable disciplinary actions and procedures prescribed under this Student Suspension/Expulsion Policy.

Appeal of Decision of IEP Team

The parent of each student with previously identified exceptional needs has the right to a due process hearing conducted pursuant to Section 1415 of Title 20 of the United States Code if the parent disagrees with the decision of the individualized education program team or if the parent disagrees with the decision to rely upon information obtained, or proposed to be obtained.

Extension of Timelines Pending Appeal

No hearing shall be conducted for an individual with exceptional needs until all of the following have occurred:

1. A pre-expulsion assessment is conducted.
2. The individualized education program team meets pursuant to subdivision (a).
3. Due process hearings and appeals, if initiated pursuant to Section 1415 of Title 20 of the United States Code, are completed.

Pursuant to subdivision (a) of Education Code 48918, the statutory times prescribed for expulsion proceedings for individuals with exceptional needs shall commence after the completion of paragraphs 1, 2, and 3, above.

Transportation

If an individual with exceptional needs is excluded from school bus transportation, the student is entitled to be provided with an alternative form of transportation at no cost to the student or parent.

Exceptions

The restrictions and special procedures provided in Section 48915.5 for the expulsion of a student with exceptional needs shall not apply when the student possessed a firearm, knife, explosive, or other dangerous object of no reasonable use to the student, or the student committed or attempted to commit a sexual assault or committed sexual battery, at school or at a school activity off school grounds, unless for these acts the restrictions and special procedures in Section 48915.5 are mandated under federal law, including Section 1415 of Title 20 of the United States Code.

Expulsion: Procedures

Recommendation to Board of Education

Where the Executive Director recommends to the governing board the expulsion of a student, he will prepare a report of the case to include:

1. The student's academic and attendance records. Transcript of grades/credit to date will be required for secondary students.
2. A chronological account of the development of the case and a statement of the conduct and recitation of the facts leading to the decision to recommend expulsion.
3. A description of actions taken by the school to correct the student's previous misbehavior and the effect the corrective action has had on the student.
4. A record of contacts with other agencies and the results of such contacts.
5. A description of contacts with the parents or guardian made by school personnel, including the purpose of the contacts, apparent reaction of parents or guardians, and effect on the student's behavior.
6. A copy of the summary of the final parent-student-Executive Director conference, if any.
7. A recommendation as to the time when the case should be reviewed, and the conditions, if any, which should be met before the student's return to school.
8. This report may be used by the Board in determining disciplinary action should it find that the student committed any of the acts enumerated in "Grounds for Expulsion".
9. A copy of the report shall be provided the student and student's parent/guardian.

Student's Right to Hearing

An expulsion hearing shall be held within thirty schooldays after the date the Executive Director determines the student has committed any of the acts enumerated in Education Code 48900 et seq.

The student may request in writing a postponement of the hearing not to exceed thirty calendar days of an expulsion hearing. Any additional postponement may be granted at the discretion of the governing board.

The Executive Director or the Executive Director's designee may, for good cause, extend the time period for the expulsion hearing for an additional five school days, in the event that compliance by the governing board with the time requirements is impracticable. Reasons for the extension of the time for the hearing shall be included as part of the record at the time the expulsion hearing is conducted. Once the hearing begins, it shall be conducted with reasonable diligence and concluded without unnecessary delay.

Written Notice of the Hearing:

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten calendar days prior to the date of the hearing. Such notice shall include:

1. The date and place of the hearing.
2. A statement of the specific facts and charges upon which the proposed expulsion is based.
3. A copy of disciplinary rules of the Charter School which relate to the alleged violation.
4. A notice of the parent, guardian or student's obligation pursuant to subdivision (b) of Section 48915.1 to notify any other school in which the student attempts to enroll of the student's suspension for an offense listed in Section 48915.
5. The opportunity of the student or the student's parent/guardian to:
 - a. appear in person or to employ and be represented by legal counsel or by a nonattorney adviser.
 - b. inspect and obtain copies of all documents to be used at the hearing.
 - c. confront and question all witnesses who testify at the hearing.
 - d. question all evidence presented, and present oral documentary evidence on the student's behalf, including witnesses.
6. In a hearing in which a student is alleged to have committed or attempted to commit a sexual assault as specified in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900, a complaining witness shall be given five days' notice prior to being called to testify, and shall be entitled to have up to two adult support persons, including, but not limited to, a parent, guardian, or legal counsel, present during their testimony. Prior to a complaining witness testifying, support persons shall be admonished that the hearing is confidential. Nothing in this subdivision shall preclude the person presiding over an expulsion hearing from removing a support person whom the presiding person finds is disrupting the hearing. If one or both of the support persons is also a witness, the provisions of Section 868.5 of the Penal Code shall be followed for the hearing.

Conduct of Hearing

Closed Session:

Notwithstanding the provisions of Government Code 54953 and Education Code Section 35145, the governing board shall conduct a hearing to consider the expulsion of the student in a session closed to the public, unless the student requests in writing at least five days prior to the hearing, that the hearing be conducted at a public meeting. If such request is made of the governing board, the meeting shall be public. Whether the expulsion hearing is held in closed or public session, the board may meet in closed session to deliberate and determine whether the student should be expelled. The parent/guardian of the student, the student, and the counsel of the student, shall be allowed to attend the closed session if the governing board admits any other person to the closed session.

Public Meeting, Rights of Complaining Witness.

If the hearing is to be conducted at a public meeting, and there is a charge of committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm, including, but not limited to, videotaped deposition or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

Record of Hearing:

A record of the hearing shall be made. Such record may be maintained by any means, including electronic recording, so long as a reasonably accurate written and complete transcription of the proceedings can be made.

Failure to Make Objections:

If the student, parent, guardian or attorney fails to object at the hearing that these rules are not being properly followed, or that any other law or requirement of due process is not being followed, the objections shall be deemed waived.

Presentation of Evidence:

Upon a finding that good cause exists the governing board or hearing officer/administrative panel may determine that either the identity of a witness or the testimony of the witness at the hearing, or both may subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the governing board or the hearing officer/administrative panel. Copies of these sworn declarations, which are edited to delete the name and identity of the witness, shall be made available to the student.

Technical Rules of Evidence Do Not Apply:

Technical rules of evidence shall not apply to the hearing except that relevant evidence may be admitted and used as proof only if it is the kind of evidence which reasonable persons are accustomed to rely on in the conduct of serious affairs. Hearsay evidence may be used for the purpose of supplementing or explaining other evidence but shall not be sufficient in itself to support a finding except as provided in the above paragraph "Failure to Make Objections" or unless it would be admissible over objection in a civil action. The decision of the governing board to expel shall be based upon the substantial evidence showing that the student committed any of the above acts enumerated in "Grounds for Expulsion".

Hearings Which Include Section 48900(n) Allegations.

In hearings which include an allegation of committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision

(n) of Section 48900, evidence of specific instances of a complaining witness' prior sexual conduct is to be presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before the person conducting the hearing makes the determination on whether extraordinary circumstances exist requiring that specific instances of a complaining witness' prior sexual conduct be heard, the complaining witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Subpoenas:

Before the hearing has commenced, the governing board may issue subpoenas at the request of the either the Executive Director or the Executive Director's designee or the student. Subpoenas shall only be issued for the personal appearance of percipient witnesses at the hearing. After the hearing has commenced, the governing board, hearing officer or administrative panel may issue subpoenas at the request of the Executive Director, Executive Director's designee or the student. All subpoenas shall be issued in accordance with Sections 1985, 1985.1, and 1985.2 of the Code of Civil Procedure. Enforcement of subpoenas shall be done in accordance with Section 11525 of the Government Code.

Any objection raised by the Executive Director or the Executive Director's designee or the student to the issuance of subpoenas may be considered by the governing board in closed session, or in open session, if so requested by the student before the meeting. Any decision by the governing board in response to an objection to the issuance of subpoenas shall be final and binding.

If the governing board, hearing officer, or administrative panel determines, in accordance with subdivision (f) of Section 48918, that a percipient witness would be subject to an unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as provided for in subdivision (f).

Service of process shall be extended to all parts of the state and shall be served in accordance with Section 1987 of the Code of Civil Procedure. All witnesses appearing pursuant to subpoena, other than the parties or officers or employees of the state or any political subdivision thereof, shall receive fees, and all witnesses appearing pursuant to subpoena, except the parties, shall receive mileage in the same amount and under the same circumstances as prescribed for witnesses in civil actions in a superior court. Fees and mileage shall be paid by the party at whose request the witness is subpoenaed.

Final Action By Board of Education:

Whether the student expulsion hearing is conducted in closed or public session, by the governing board or by a hearing

officer/administrative panel, the final action to expel shall be taken by the governing board at a public session.

Time of Decision:

The decision of the governing board, if it conducts the expulsion hearing, whether to expel a student shall be made within 10 schooldays following the conclusion of the hearing, unless the student requests in writing the decision be postponed.

If the governing board does not conduct the hearing or if the governing board does not meet on a weekly basis, the decision of the governing board whether to expel a student shall be made within 40 schooldays after the date of the student's removal from his or her school of attendance for the incident on which the expulsion is based, unless the student requests in writing that the decision be postponed.

Maintenance of Records:

The governing board will maintain a record of each expulsion, including the cause therefor, in the form of an ongoing log of student expulsions. The log shall contain the following information: the school attended by the expelled student, the date of the expulsion hearing, the cause for expulsion, and the date set for applying for readmission. However, the log shall not identify the expelled student by name. The log shall be made available to the public in the Charter School's administration office. The expulsion order shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls upon a request by the admitting school for the student's school record.

Written Notice to Expel

Written notice of the decision to expel or to suspend the enforcement of an expulsion order shall be sent to the student or student's parent/guardian by the Executive Director or the Executive Director's designee. Such notice shall include notice of the right to appeal such expulsion to the county board of education, a notice of the education alternative placement to be provided to the student during the time of expulsion and of the parent, guardian or student's obligation pursuant to subdivision (b) of Section 48915.1, upon the student's enrollment in a new school, to inform that school of the student's expulsion. The student and student's parent/guardian shall be notified at the time the expulsion order is entered of the procedure for filing and processing a request for readmission, and the process for the required review of all expelled students for readmission. Notwithstanding the completion of the readmission process, the governing board may deny readmission.

Special Rules and Regulations for Hearings Involving Allegations Pursuant to 48900(n).

At the time that the expulsion hearing is recommended, the complaining witness shall be provided with a copy of the applicable disciplinary rules and advised of his or her right to:

- (1) receive five days' notice of the complaining witness's scheduled testimony at the hearing,
- (2) have up to two adult support persons of his or her choosing, present in the hearing at the time he or she testifies; and
- (3) to have the hearing closed during the time they testify pursuant to subdivision (c) of Section 48918.

An expulsion hearing may be postponed for one schoolday in order to accommodate the special physical, mental, or emotional needs of a student who is the complaining witness where the allegations arise under subdivision (n) of Section 48900.

The Charter School shall provide a non-threatening environment for a complaining witness in order to better enable them to speak freely and accurately of the experiences that are the subject of the expulsion hearing, and to prevent discouragement of complaints. The Charter School shall provide a room separate from the hearing room for the use of the complaining witness prior to and during breaks in testimony. In the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which he or she may leave the hearing room. The person conducting the hearing may arrange the seating within the hearing room of those present in order to facilitate a less intimidating environment for the complaining witness. The person conducting the hearing may limit the time for taking the testimony of a complaining witness to the hours he or she is normally in school, if there is no good cause to take the testimony during other hours. The person conducting the hearing may permit one of the complaining witness's support persons to accompany him or her to the witness stand.

Whenever any allegation is made of conduct violative of subdivision (n) of Section 48900, complaining witnesses and accused

students are to be advised immediately to refrain from personal or telephonic contact with each other during the pendency of any expulsion process.

Alternative Hearing By Hearing Officer or Panel

In lieu of conducting an expulsion hearing itself, the governing board may contract with the county hearing officer, or with the Office of Administrative Hearings of the State of California for a hearing officer to conduct the hearing. Alternatively, the board may appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board of Education or employed on the staff of the school in which the student is enrolled. (Education Code 48918(d) and (f))

Within three school days following the hearing, the hearing officer or administrative panel shall determine whether to recommend the expulsion of the student to the governing board. If the hearing officer or administrative panel decides not to recommend expulsion, the expulsion proceedings shall be terminated and the student shall immediately be reinstated, or permitted to return to a classroom instructional program, any other instructional program, a rehabilitation program, or any combination of these programs. Placement in one or more of these programs shall be made by the Executive Director or the Executive Director's designee after consultation with Charter School personnel, including the student's teachers, and the student's parent or guardian. The decision not to recommend expulsion shall be final.

If the hearing officer or administrative panel recommends expulsion, findings or fact in support of the recommendation shall be prepared and submitted to the governing board. All findings of facts and recommendations shall be based solely on the evidence adduced at the hearing. If the governing board accepts the recommendation calling for expulsion, acceptance shall be based either upon a review of the findings of fact and recommendations submitted by the hearing officer or panel or upon the results of any supplementary hearing that the governing board may order.

A hearing conducted by the hearing officer or administrative panel shall be conducted in accordance with "Conduct of Hearing".

Expulsion: Readmission; Rehabilitation Plan

Upon the hearing officer's or administrative panel's recommendation against expulsion, or following the governing board's own decision after the hearing not to expel, the student shall be reinstated immediately to a classroom instructional program, rehabilitation program or any combination of such programs by the Executive Director or Executive Director's designee after consultation with Charter School personnel including the student's teacher(s) and the parent/guardian of the student.

An expulsion order shall remain in effect until the governing board orders the readmission of the student. At the time the governing board orders expulsion of a student for an act other than those described in subdivision (c) of Section 48915, the governing board shall set a date not later than the last day of the semester following the semester in which the expulsion occurred, when the student shall be reviewed for readmission to a school maintained by the Charter School or to the school the student last attended. For students expelled pursuant to 48915(c) the earliest date for readmission shall be one-year from the date the expulsion occurred, except that the governing board may set an earlier readmission date on a case-by-case basis. At the time of the expulsion order the governing board shall recommend a plan for rehabilitation for the student, which may include, but is not limited to:

1. Periodic review and assessment at the time of review for readmission.
2. Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service and/or other rehabilitation programs.
3. With parental/guardian consent, enrollment in a county-supported drug rehabilitation program if the offense was related to controlled substances as defined in Sections 11054 to 11058, inclusive of the Health and Safety Code, or alcohol.

A written request for review of expulsion action and request for readmission shall be submitted by the parent/guardian to the Executive Director or the Executive Director's designee.

The Executive Director or the Executive Director's designee will hold a conference with the parent/guardian and the student. At the conference the conditions for readmission will be reviewed and verification obtained that the conditions have been met. School regulations will be reviewed, and the student and the student's parent/guardian will be asked to indicate in writing their willingness to comply with the regulations.

The Executive Director will transmit the request to the governing board for consideration together with the Executive Director's

recommendation. The governing board may consider the request in closed-session, however, the consideration will be in open session if a written request for open session is received from the student or the student's parent/guardian. The governing board shall readmit the student, unless the governing board makes a finding that the student has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety or to other students or employees of the Charter School.

If the governing board denies the readmission of an expelled student pursuant to paragraph 5, above, the governing board shall make a determination either to continue the placement of the student in the alternative educational program initially selected for the student, or to place the student in another program that may include, but need not be limited to, serving expelled students, including placement in county community school.

The Executive Director will notify the student or the student's parent/guardian, by registered or certified mail, or by personal delivery, of the decision of the governing board regarding readmission of the student in school. If the governing board denies readmission, the written notice shall include the reasons for denying readmittance and the determination of the educational program placement made by the governing board. The expelled student shall enroll in that program unless the parent or guardian of the student elects to enroll the student in another school.

Expulsion: Suspension of Expulsion

Suspension of the Expulsion:

The governing board, upon voting to expel a student, may suspend the enforcement of the expulsion order for not more than one calendar year. The governing board's criteria for suspending the enforcement of an expulsion order shall be applied equally to all students including individuals with exceptional needs.

Conditions of Suspension of Expulsion Order

As a condition of the suspension of the expulsion order, the governing board may assign the student to a school, class or program which it deems appropriate for the student's rehabilitation. The rehabilitation program may provide for the involvement of the student's parent or guardian in his or her child's education in ways that are specified in the program. Refusal by the parent or guardian to participate in the rehabilitation program shall not be considered in the governing board's determination as to whether the student has satisfactorily completed the program.

During this period of suspension of the expulsion order, the student shall be on probationary status.

The suspension of the expulsion order may be revoked by the governing board upon the student's commission of any of the acts enumerated in Education Code 48900 or 48900.2, or for any violation of the Charter School's rules and regulations governing student conduct.

Revocation of Expulsion Order: Upon revocation of the suspension of an expulsion order, a student may be expelled under the terms of the original expulsion order.

Readmission of Student: Upon satisfactory completion of the rehabilitation assignment of a student, the governing board shall reinstate the student in a school or the Charter School and may order the expungement of any or all records of the expulsion proceedings.

Expulsion: Right to Appeal

The student or the student's parent/guardian is entitled to file an appeal of the decision of the governing board to the county board of education.

The appeal must be filed within thirty days following the decision of the governing board to expel, even if the expulsion order is suspended and the student is placed on probationary status.

Expelled Individuals, Enrollment

A student expelled from school for any of the offenses listed in subdivision (a) or (c) of Section 48915, shall not be permitted to

enroll in any other school during the period of expulsion unless it is a community school pursuant to subdivision (c) of Section 1981, a juvenile court school, as described in Section 48645.1, or a community day school pursuant to Section 48660 et seq.

If the governing board receives a request from an individual who has been expelled from another School for an act other than those described in subdivision (a) or (c) of Section 48915, for enrollment in the school, the board shall hold a hearing to determine whether that individual poses a continuing danger either to the students or employees of the School. The hearing and notice shall be conducted in accordance with the rules and regulations governing procedures for the expulsion of students as described in Section 48918 and this policy. The Charter School may request information from another school or district regarding a recommendation for expulsion or the expulsion of an applicant for enrollment. The school or district receiving the request shall respond to the request with all deliberate speed but shall respond no later than five working days from the date of the receipt of the request.

If a student has been expelled from his or her previous school for offenses other than those listed in subdivision (a) or (c) of Section 48915, the parent, guardian, or student, if the student is emancipated or otherwise legally of age, shall, upon enrollment, inform the Charter School of his or her status with the previous school. If this information is not provided to the Charter School and the School later determines the student was expelled from the previous school, the lack of compliance shall be recorded and discussed in the hearing, as required above.

The governing board may make a determination to deny enrollment to an individual who has been expelled from another school for an act other than those described in subdivision (a) or (c) of Section 48915, for the remainder of the expulsion period after a determination has been made, pursuant to a hearing, that the individual poses a potential danger to either the students or employees of the Charter School.

The governing board of a Charter School, when making its determination whether to enroll an individual who has been expelled from another school for these acts, may consider the following options:

1. Deny enrollment.
2. Permit enrollment.
3. Permit conditional enrollment in a regular school program or another educational program.

After a determination has been made, pursuant to a hearing, that an individual expelled from another school or district for any act described in subdivision (a) or (c) of Section 48915 does not pose a danger to either the students or employees of the School, the Live Oak Charter School Board may permit the individual to enroll.

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

BOARD POLICY

STAFF NOTIFICATION OF DANGEROUS STUDENTS

Staff Notice of Dangerous Students

EC 49079 requires teacher notification of students committing or reasonably suspected of committing a “dangerous act” within the last 3 years (EC 48900 except tobacco and nicotine). A student who has, or is reasonably suspected of having violated Section 48900 [except (h)], 48900.2, 48900.3, and 48900.4 falls into this category. The information has to be shared in a confidential manner with teachers as appropriate.

Teachers receive copies of all school suspensions and have access to student records.

Staff Training: Personnel new to the department receive Student Discipline training as a routine part of their orientation held at the time of hire and also are provided with access to the Employee Handbook which contains an outline of the procedures.

CA Codes 48900-48926

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

- a. (1) Caused, attempted to cause, or threatened to cause physical injury to another person; or
(2) Willfully used force or violence upon the person of another, except in self-defense.
- b. 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 pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- c. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property.
- g. Stolen or attempted to steal school property or private property.
- h. Committed an obscene act or engaged in habitual profanity or vulgarity.
- i. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- j. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- k. Knowingly received stolen school property or private property.
- l. Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a Firearm.
- m. Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- n. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

A pupil may not be suspended or expelled for any of the acts enumerated unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district.

A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:

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

It is the intent of the Legislature that alternatives to suspensions or expulsion be imposed against any pupil who is truant, tardy, or otherwise absent from school activities. 48900.2.

In addition to the reasons specified in Section 48900, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5.

For the purposes of this chapter, 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 not apply to pupils enrolled in kindergarten and grades 1 to 3 inclusive. 48900.3.

In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.

48900.4. In addition to the grounds specified in Sections 48900 and 48900.2, a pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment.

48900.7.

a. In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terrorist threats against school officials or school property, or both.

b. For the purposes of this section, "terrorist threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family

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

DISCRIMINATION AND HARRASSMENT POLICY

BOARD POLICY

NONDISCRIMINATION IN PROGRAMS AND ACTIVITIES

The Live Oak Charter School Board is committed to providing equal opportunity for all individuals in education. Charter School programs, activities, and practices shall be free from discrimination based on race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

The Executive Director or designee shall review Charter School programs and activities to ensure the removal of any barrier that may unlawfully prevent an individual or group in any of the protected categories stated above from accessing Charter School programs and activities, including the use of facilities. He/she shall take prompt, reasonable actions to remove any identified barrier. The Executive Director or designee shall report his/her findings and recommendations to the Board.

Executive Director or designee shall notify students, parents/guardians, employees, employee organizations, applicants for admission and employment, and sources of referral for applicants about the Charter School's policy on nondiscrimination and related complaint procedures. Such notification shall be included in each announcement, bulletin, catalog, handbook, application form, or other materials distributed to these groups.

The Charter School's nondiscrimination policy and related informational materials shall be published in a format that parents/guardians can understand. In addition, when 15 percent or more of a Charter School's students speak a single primary language other than English, those materials shall be translated into that other language.

Access for Individuals with Disabilities

Charter School programs and facilities, viewed in their entirety, shall be in compliance with the Americans with Disabilities Act and any implementing standards and/or regulations.

The Executive Director or designee shall ensure that the Charter School provides appropriate auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program or activity. These aids and services may include, but are not limited to, qualified interpreters or readers, assistive listening devices, notetakers, written materials, taped text, and Braille or large print materials.

Individuals with disabilities shall notify the Executive Director or principal if they have a disability that requires special assistance or services. Reasonable notification should be given prior to the Charter School-sponsored function, program, or meeting.

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

Our Dress Code Philosophy

Live Oak Charter School is dedicated to offering a wholesome and comprehensive education. The scope of this education does not stop with the "Three R's," but extends into consideration of the physical and cultural environment of the school. The desire for individuality in clothing is strong in modern culture and seeps down to the youngest ages due to the effectiveness of advertising. Yet within the Waldorf approach, the unfolding of the child's individuality is best marked in the student's work and relations with their classmates. It is our humanness that needs development, not our responsiveness to advertising, slogans, sports allegiances, etc. While clothing choices can be an avenue for self-expression and identity, fads can undermine a productive learning atmosphere and impact social relationships, provoking precocious behavior, self-absorption, and competitiveness. Accordingly, we hold the philosophy that students' clothing and accessories should not be disruptive, disturbing, or inappropriate for healthy child development.

Preferred

Clothing and accessories should minimize the presence of text and imagery whenever possible.

- Encouraged:
 - o Garments in solid colors, patterned fabric, geometric or abstract designs, plaids, floral prints, stripes, and with simple decorative icons.
 - o Garments that include text and image from LOCS school activities.
- Discouraged:

- o Garments with words and numbers, cartoons, scenic, realistic or media images.
- o Garments that advertise commercial interests, including media characters.

In an effort to protect those with sensitivities, we strive to be a scent-free environment.

Mandatory

Students must wear clothes that:

- Have fabric in the front, back, and on the sides.
- Cover undergarments and waistbands; bra straps excluded.
- Cover all private parts (not see-through).
- Allow for full participation in school activities, including movement exercises and free play (accessories and jewelry included).
- Do not depict, advertise or advocate the use of alcohol, tobacco, marijuana or other controlled substances.
- Do not depict or imply pornography, nudity, or sexual acts.
- Do not use or depict hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation or any other protected groups.
- Do not include gang identifiers or threaten the health or safety of any other student or staff.
- Students must wear footwear at all times, except when specified by staff. Shoes must protect the toes, be secure on feet, and be supportive during physical activity.
- Students must remove hats and hoods while in class, except when specified by staff.
- Students may be required to wear specific clothing for special events.

Dress Code infractions may result in contact with the student’s parents to bring alternative clothes to school. Alternative clothing may be provided by the school. Repeated infractions may result in disciplinary action, including suspension. Please use these guidelines for all school activities.

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

Beyond planning for daily ingress/egress routes and emergency evacuation routes, schools must plan for assisting students, staff and visitors with disabilities. Under the Americans with Disabilities Act of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and/or cognitively/emotionally impaired must be assisted.

Schools must include plans for:

- Identifying the population of people with disabilities
- Determining proper signage and equipment
- Training staff to assist individuals with disabilities
- Coordinating with emergency response personnel

Planning

It is recommended that schools identify the location of potential evacuation sites based on the potential circumstances that may cause movement/relocation of the school population in the event of an emergency.

On-Campus Evacuation/Assembly Location

Review the school site layout and determine where the safest outdoor location is on campus to assemble students and staff.

Prior to an event:

A. Identify off-campus evacuation site(s).

In the event of an airborne chemical or biological release, it is safest for students and staff to remain indoors at the school site. Follow the "Shelter-in-Place" procedures.

B. Staff Training

- a. Personnel new to the department receive training on the emergency procedures as a routine part of their orientation held at the time of hire and also receive access to the Teacher Handbook with an outline of the procedure.
- b. All school personnel review the emergency procedures annually at the staff meeting each August at the beginning of the new school year.

C. Daily Ingress/Egress Routes

- a. Daily ingress/egress routes are identified and posted at each site and are communicated to all staff, students and visitors.

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

Component:

Component 1 – The Social Climate (People and Programs)

Goal Provide a positive and supportive learning environment to student.

Element:

Opportunity for Improvement:

Assessment

Live Oak parents and students report high levels of satisfaction with the program, though a significant proportion of students and parents report issues with bullying and teasing. The protective nature of the Waldorf looping model helps students and families to navigate difficult social issues, but the small social pool of single classes can lead to a habituation of social roles found more commonly in family groups. These issue should be addressed through comprehensive behavior support programs.

Objectives	Action Steps	Resources	Lead Person	Evaluation
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Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>Comprehensive School Safety Plan</p>	<p>Activities:</p> <p>1. Use the curriculum and instruction to increase student engagement and responsibility through:</p> <p>Continued implementation of the Social Emotional Learning Program</p> <p>Staff development/trainings, including Adverse Childhood Experiences (ACEs) and inclusion of instructional assistants in professional development opportunities</p> <p>Identification of additional sources/resources for character education</p> <p>Expansion of SEL themes across the curriculum</p> <p>Looping instruction to allow teachers to follow their class through several years of development</p> <p>Sites and individual classrooms will design behavior intervention programs designed to meet student needs through:</p> <p>Implementation of Restorative Resources program including parent, staff and student training</p> <p>Exposing staff to restorative classroom practices</p> <p>Holding Class Circles regularly</p> <p>Utilization of restorative conferencing and</p>	<p>46 of 95</p>		<p>1/8/23</p>

Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>Objective #2: Nutrition: Continue to ensure that all students have access to a healthy and nutritious lunch.</p>	<p>Activities:</p> <p>Expand/improve nutrition offerings so that any student who wants to participate in the lunch program can do so without social stigmas often tied to school lunches.</p> <p>Continue agreements established with Petaluma districts for provision of lunch for students at the School site</p> <p>Continue to provide morning snack break</p> <p>Continue culinary opportunities for students to gain an appreciation for nutrition.</p>			

Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>Objective #3: Depression: Assess need and build capacity of service providers to address issues of depression in students.</p>	<p>Activities:</p> <p>Provide students with access to counseling service providers comfortable working with students around issues of depression. Identify training and/or consultation needs</p> <p>Whenever possible, Faculty and Staff and should reflect gender and culture of student population</p> <p>SEEDS counselor collaboration with service providers (when available)</p> <p>Facilitate development of gender-specific groups</p> <p>Work to provide education around and support for existing Board policies that prohibit harassment, intimidation, bullying and hate crimes</p> <p>Integrate opportunities for counselor services</p> <p>Provide Suicide Prevention Training for staff and students</p> <p>Increase focus on student developmental assets</p> <p>Address verbal cruelty/bullying at school</p> <p>Offer MS students training and sexual education including LGBTQ sensitivity training</p>			

Component:

COMPONENT 2 - Physical Environment (Place)

Goal Continue to improve safety and security at each site.

Element:

Opportunity for Improvement:

Assessment

Live Oak's school site is leased from the Sonoma Marin Fairgrounds. The site has significant deferred maintenance that has not been conducted by the fairgrounds. This has led to parent complaints and significant impact on program as the school has, at times, had to conduct emergency repairs that should have been handled by the landlord. These repairs have, at time, impacted activities for extended periods.

Objectives	Action Steps	Resources	Lead Person	Evaluation
1.0 Increase Student Supervision:	Increasing collaboration of campus supervisors, teachers and support staff Director/designee participation in Restorative Resources Training Administration dissemination of relevant information to staff, including notification regarding dangerous pupils			

Objectives	Action Steps	Resources	Lead Person	Evaluation
2.0 Increase sense of safety and security of staff and students through the continued improvement of school facilities by:	<p>Increasing Janitor services</p> <p>Increased collaboration and completion of improvement projects by landlord</p> <p>Administration dissemination of relevant information to staff, including notification regarding site safety</p>			

Component:

Element:

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation

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

Live Oak Charter School Student Conduct Code
SCHOOL DISCIPLINE PROCEDURES

Statement of Rules and Procedures on School Discipline

“Every teacher in the public schools shall hold pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. A teacher, principal, or any other certificated employee of a school, shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree of physical control over a pupil that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning.”

Notification to Students and Parents

Education Code 35291:

- a. Parents and students shall be notified of the School and school site rules pertaining to student discipline at the beginning of the first semester, and at the time of enrollment for students who enroll thereafter.
- b. The discipline policy shall be reviewed annually with input from the discipline team, site administrators, campus security, staff, students, and parents.

Conduct Code Procedures

DISCIPLINE PROCEDURES

Behavior Management Continuum:

The interventions described below establish a behavior management continuum for Alternative Education. When implementing behavior interventions, teachers must use their professional judgment and established department protocol to determine what is appropriate for the individual student and the situation. Whenever possible, the program strives to utilize restorative practices to restore students to connected and supported places in the school program.

Conferences with students:

If a student is displaying undesirable behavior, the teacher should schedule and hold a meeting with the student and counselor to identify the specific behaviors that are in violation of the Code of Conduct and to discuss appropriate ways of changing the behavior. The teacher and student may establish goals or set deadlines in relation to the behavior change and/or discuss consequences of noncompliance. When a student conference is held, it is noted in the Incident Report Log.

Conferences with parents/guardians:

If the undesirable behaviors continue, the teacher should discuss the situation with the student's parents/guardians. Conferences with parents/guardians may be in the form of a telephone conversation or they may be scheduled as meetings with the student's teachers, counselor, parent/guardian and student present. Again, the teacher should establish goals or set deadlines in relation to the behavior change, discuss consequences of continued noncompliance, and possible next steps. A teacher may request that an administrator be present at the conference if s/he feels that administrative support is required at the meeting. Parents may be required to attend school with habitually defiant, non-compliant students. When a parent/guardian conference is held, it is noted in the Incident Report Log.

If the student is a 602 or 654 referral, the teacher should also contact the student's probation officer and notify her/him of the parent conference. The probation officer may attend the conference and assist in determining the consequences of continued behavior problems.

Restorative Resources:

Students who exhibit serious and pervasive inappropriate behavior may be required to participate and successfully complete the restorative justice program offered through Restorative Resources as a condition of their continued enrollment in the school program.

Suspensions:

Suspension should be imposed only when other means of correction fail to bring about proper conduct or when students have also violated the Penal Code. Community School suspensions are normally the result of habitual behaviors, the repeated failure of less severe behavior interventions, extreme violations of school rules, or illegal actions.

Teachers may only suspend a student from their class for Education Code violations for the remainder of the class period and, if warranted, the same class period the day following. Suspensions by Community School teachers will be "class/period suspensions" where the student is excluded from that teacher's regular class period but remains at the school site.

Students with Individual Education Plans may not be suspended for more than 10 days during any school year unless a behavior plan has been implemented in consultation with the Resource Specialist teacher.

Class/period suspensions:

When suspending a student from class, the teacher notifies the administrator so that the student can be isolated from the rest of the class and required to continue with her/his schoolwork. The teacher completes the Class/Period Suspension Report, logs the infraction in the Incident Report Log, and notifies the student's parent/guardian and probation officer (if applicable) of the suspension. A copy of the Class/Period Suspension Report is forwarded to the Alternative Education Office via email and a copy is filed in the classroom file.

Off-campus suspensions

NOTE: Only an administrator or his/her designee has the legal authority to suspend a student off campus. For serious infractions, please contact an administrator for guidance and direction.

1. If directed by an administrator to suspend a student off campus, the teacher (or the assistant) contacts the student's parent/guardian to notify him/her of the intent to suspend and to request that the student be picked up at the school site or given permission to leave the school site unaccompanied. If the assistant makes the notification call, the teacher or administrator must follow up with a second call to parent before the end of the day to discuss the situation and what is expected for the student's return. If the student is on probation, the probation officer must be contacted. Administrator should also be informed of any follow-up with parent by teacher.
2. Required record-keeping for off-campus suspensions include completion of the Student Suspension Report and notation of the suspension in the Incident Report Log. (Crime Report is not a requirement.) A LEGIBLE copy of the Student Suspension Report explaining offense must be EMAILED to the Alt Ed office the same day (or within 24 hours of the incident) and the ORIGINAL (note date of fax on principal signature line) filed in the classroom file.
3. Teacher should be available to conference with parent in person or by phone at parent's request.

Behavior violations that threaten classroom safety

Occasionally, student violations of the Code of Conduct result in dangerous behaviors that threaten the health and safety of others. In such instances, teachers must determine whether a situation requires police intervention, merits a call for assistance to someone other than a law enforcement official (for example, to an administrator or a neighboring classroom, if applicable), or could be de-escalated through teacher intervention.

Teachers should always seek to ensure the health and safety of their students in determining their response to a behavior crisis. Teachers must use their best judgment to respond appropriately to the situation, initiating a call to 911 or the police if that is appropriate and contacting an administrator when the situation has stabilized and/or if the teacher requires support in implementing follow-up actions. Consultation with an administrator is neither recommended nor required prior to taking action when students are violent or pose an immediate threat.

Incident Report Log

The Incident Report Log is an essential tool for teachers managing student behavior and each teacher is required to carefully and accurately maintain a Log in her/his classroom. The Log should be kept in a loose-leaf binder and include a section for each student, arranged in alphabetical order. Any violation of school rules, discipline problems, and telephone calls to or from parents or students should be recorded on the day that the incident or action occurs, with dates and times carefully noted. In the event of disciplinary meetings or decisions, clear accounting of all observations noted and interventions used is required and may be used as documentation of and/or justification for the actions taken by administrative and instructional staff.

Counseling

1. The school referral form or return to school criteria states the specific reason for a student to receive counseling.
2. During registration the administrator emphasizes counseling services and how they relate to the academic program. Students and parents are informed that if the referring school recommends counseling for a student, that student will be required to participate in counseling either at school or with a private therapist.

3. Each class teacher conducts an intake session with every new student. During this session the teacher uses the ILP as a guideline to set individual goals with the student. The teacher also discusses counseling as a part of reaching these goals. The teacher reminds the student of the counseling available on site.

4. The counselor conducts an intake session with the student. During this session the counselor helps the student set short and long-term goals and may develop a contract with the student based on these goals. The goals have measurable outcomes related to school behavior and academic performance, connected to the ILP and return to school criteria. The student, teacher, counselor and parents sign the contract, if one is developed.

5. The case conference team reviews each student contract each semester. The counselor reviews contracts quarterly with each student. Progress is noted and adjustments to goals are made.

6. Counselors offer anger management and gender specific groups at each site.

7. Each quarter the outcomes are tracked for each student, i.e. attendance, credits earned, suspensions received, progress toward probation requirements (if applicable), community service hours earned, etc.

8. Counselors report on the outcomes for students on a quarterly basis to the Director. These quarterly reports will include the number of unduplicated students seen individually and in groups; the number of contact hours counselors spend with students, in groups and individually; the number of parent contacts by the counselor, both in person and by phone; the number of Medi-Cal clients seen.

(K) Hate Crime Reporting Procedures and Policies

BOARD POLICY: RESPONDING TO HATE CRIMES

Live Oak Charter School shall adopt and publicize policies that prohibit discrimination, harassment, and intimidation on the basis of a student's actual or perceived nationality, ethnicity, or immigration status. Those policies must be translated in the student's primary language if at least 15 percent of the students enrolled in the school speak a single primary language other than English.

Live Oak Charter School shall notify parents and guardians of their children's right to a free public education, regardless of immigration status or religious beliefs.

- This information shall include information related to the "Know Your Rights" immigration enforcement established by the California Attorney General.
- Live Oak Charter School shall inform students who are victims of hate crimes of their right to report such crimes.

Processing Complaints of Harassment and Hate Crimes

Live Oak Charter School shall adopt a process for receiving complaints of and investigating complaints of discrimination, harassment, and intimidation based on any of the following actual or perceived characteristics:

- disability
- gender
- gender identity
- gender expression
- nationality
- race or ethnicity
- religion
- sexual orientation
- association with a person or group with one or more of the aforementioned characteristics
- immigration status

The complaint process must include, but is not limited to, the following steps:

- A requirement that, if school personnel witness an act of discrimination, harassment, or intimidation, they shall take immediate steps to intervene when safe to do so;
- A timeline to investigate and resolve complaints of discrimination, harassment, or intimidation, that shall be followed by all schools under the jurisdiction of the local educational agency; and
- An appeal process afforded to the complainant should he or she disagree with the resolution of a complaint.
- Live Oak Charter School shall ensure that complaint procedures contain confidentiality safeguards for immigration status information.
- Live Oak Charter School prohibit retaliation against a person who submits a complaint of discrimination, harassment, or intimidation.

Training Students, Teachers, and Staff on Hate Crimes Policy: Live Oak Charter School shall educate students about the negative impact of harassment and hate crimes of other students based on their actual or perceived immigration status or their religious beliefs or customs.

Live Oak Charter School shall also train teachers, staff, and personnel to ensure that they are aware of their legal duty to take reasonable steps to eliminate a hostile environment and respond to any incidents of harassment based on the actual or perceived characteristics noted above.

Such training should, at minimum, provide school personnel with the skills to do the following:

- Discuss the varying immigration experiences among members of the student body and school community;
- Discuss bullying-prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims;
- Identify the signs of hate crimes or harassing behavior;
- Take immediate corrective action when a hate crime is observed; and
- Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior.

(J) Procedures to Prepare for Active Shooters

Classroom lockdown plans and drills help ensure that students and staff are ready to respond appropriately to an active shooter, act of violence, or any other scenario where safety requires staying in place. These drills are the basis for ensuring that staff, teachers, and students are ready to put emergency plans into action in the event of a school shooting. The following procedures should be taken when there is an active shooter inside your school building:

- Never use codes, make the announcement direct. For example: “lockdown with intruder inside the building”.
- Direct all students who are in hallways or open spaces into a classroom.
- Lock all the classroom doors.
- If the intruder is outside the building, lock all the exterior doors. If the intruder is inside the building, do not lock them.
- Make sure that all the students move away from any windows and doors.
- Have every student sit on the floor and turn the lights off.
- Take attendance and keep a list of any extra or missing students from the classroom, keep this list with you during the evacuation.
- Do not respond to anyone until an announcement saying it is “all clear” has been made.

ACTIVE SHOOTER OR EXTREME ACTS OF VIOLENCE

In the event of gunfire or an active shooter, it may be difficult to communicate with others. If possible, the office will declare a "Lockdown", otherwise, you will need to rely on your own instincts, intuition and resources in your surroundings.

Remember: RUN/ HIDE/ FIGHT

RUN. When an active shooter is in your vicinity:

- If there is an escape path, attempt to evacuate.
- Evacuate whether others agree to or not.
- Leave your belongings behind.
- Help others escape if possible.
- Prevent others from entering the area.
- Call 9-1-1 when you are safe

HIDE. If an evacuation is not possible, find a place to hide.

- Lock and/or blockade the door.
- Silence your cell phone.
- Hide behind large objects.
- Remain very quiet.

Your hiding place should:

- Be out of the shooter's view.
- Provide protection if shots are fired in your direction.
- Not trap or restrict your options for movement

FIGHT. As a last resort, and only if your life is in danger:

- Attempt to incapacitate the shooter.
- Act with physical aggression.
- Improvise weapons. (Chairs– fire extinguishers–things to throw)
- Commit to taking the shooter down, No Matter What.
- Commit to your actions

WHEN LAW ENFORCEMENT ARRIVES:

- Remain calm and follow instructions.
- Keep your hands visible at all times.
- Avoid pointing or yelling.
- Know that help for the injured is on its way

Procedures for Preventing Acts of Bullying and Cyber-bullying

BOARD POLICY

BULLYING PREVENTION AND RESPONSE

The Board of Live Oak Charter School recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. Live Oak employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel. Cyberbullying includes the creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Strategies for addressing bullying in Live Oak have been developed with involvement of key stakeholders, including students, parents/guardians, and staff. As appropriate, the Executive Director or designee may collaborate with law enforcement, courts, social services, mental health services, other agencies, and community organizations in the development and implementation of joint strategies to promote safety in schools and the community and to provide services for alleged victims and perpetrators of bullying.

Bullying Prevention: To the extent possible, Live Oak Charter shall focus on the prevention of bullying by establishing clear rules for student conduct and implementing strategies to promote a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of Live Oak and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying. As appropriate, Live Oak shall provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior. Staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective response. Based on an assessment of bullying incidents at school, the Executive Director or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias.

Intervention: Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Executive Director or designee shall develop means for students to report threats or incidents confidentially and anonymously. School staff who witness an act of bullying shall immediately intervene to stop the incident when it is safe to do so. When appropriate based on the severity or pervasiveness of the bullying, the Executive Director or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

The Executive Director or designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate.

Complaints and Investigation: Any complaint of bullying, whether it is discriminatory or nondiscriminatory, shall be investigated and resolved in accordance with law and Live Oak's uniform complaint procedures specified in Uniform Complaint Procedures. Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the Executive Director or designee, or any other available school employee. Within one business day of receiving such a report, a staff member shall notify the Executive Director or designee of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report his/her observation to the Executive Director or designee, whether or not the alleged victim files a complaint. When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the Executive Director or designee, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Executive Director or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed. When a report of bullying is submitted, the Executive Director shall inform the student or parent/guardian of the right to file a formal written complaint. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Corrective Actions: Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may result in disciplinary action including suspension or expulsion in accordance with Live Oak policies and regulations. Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

Safety Plan Review, Evaluation and Amendment Procedures

The Live Oak Board of Directors will review the final draft of the Safety Plan for approval and adoption. The new plan reflects mandatory new elements for charter schools.

Safety Plan Appendices

Emergency Contact Numbers

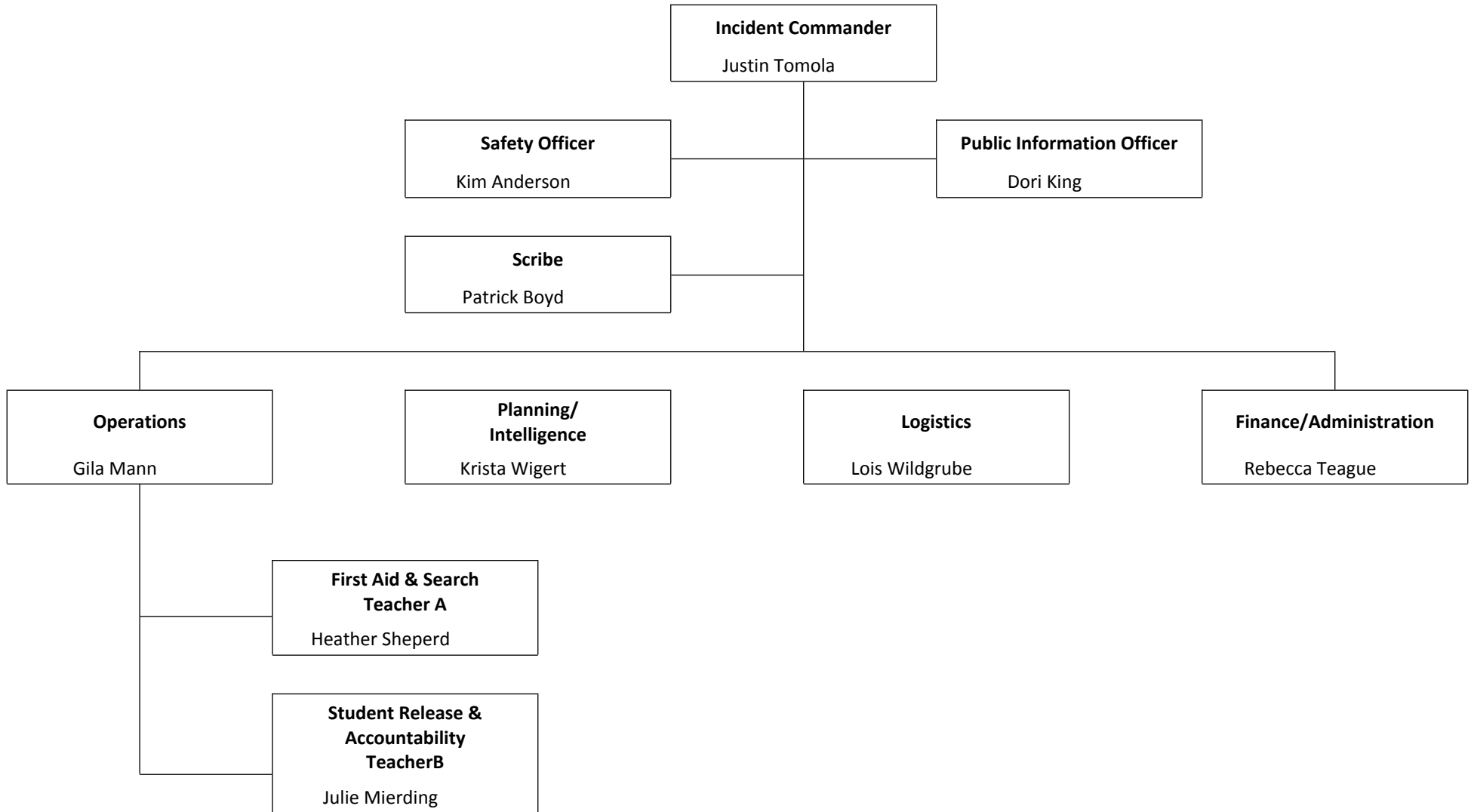
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Petaluma Police Dept	707 - 778 - 4372	
Law Enforcement/Fire/Paramedic	Petaluma Fire Dept	707 - 778 - 4390	Theatre District
Law Enforcement/Fire/Paramedic	Petaluma Fire Dept	707 - 778 - 4390	North McDowell Blvd.
City Services	Public Works	707 - 778 - 4546	
School District	Live Oak Charter	707 - 762 - 9020	General Office
Local Hospitals	Petaluma Valley Hospital	707 - 525 - 5300	
American National Red Cross	Red Cross	1 - 800 - 951 - 5600	24 hours

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Emergency Plan review	September/October 2019	
Safety Plan review	January 2020	
Acquire DTS for formatting	February 2020	
The Comprehensive School Safety Plan for Live Oak Charter School is reviewed, evaluated, and amended by the Director and staff annually. The BOD meets monthly and the Director will bring the CSSP to the BOD for approval on or before 3/1 each year to review the plan and approve it.		

Live Oak Charter School Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

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

Incident Command System

Responsibilities for a School Disaster: Everyone at a school will have some responsibilities in an emergency based on their job, and some people will have additional responsibilities. Below is a short discussion of how the Standard Emergency Management System (SEMS) and the Incident Command System (ICS) can be adapted to your school.

Major Concepts and Components: Every emergency, no matter how large or small, requires that certain tasks be performed. In ICS, these tasks are called management, planning, operations, logistics, and finance/administration. Under SEMS, the ICS team can be expanded or reduced, depending on the situation and the immediate needs. One person can do more than one function. Every incident needs a person in charge. In SEMS and ICS, this person is called the incident commander or school commander. No one person should supervise more than seven people (the optimum number is five). However, this does not apply to the student supervision team under operations.

Common Terminology: All teachers and staff in the school should use the same words to refer to the same actions. The terminology should be known before a disaster. SEMS is a system that, when used properly, affords common terminology. If the fire department or other responding agencies come on campus, they will coordinate better with the site's command structure if similar situations and actions are described with similar wording. This system provides for an effective and coordinated response to multi-agency and multi-jurisdictional emergencies, to include multi-disciplines and:

- Facilitates the flow of information within and between all levels of the system.
- Facilitates interaction and coordination among all responding agencies.
- Improves the processes of mobilization, deployment, tracking, and demobilization of needed mutual aid resources.
- Reduces the incidence of ineffective coordination and communications and avoid duplication of resource ordering in multi-agency and multi-jurisdiction response actions. Primary Incident Command System Functions

Incident/School Commander (the "leader"): The management section is responsible for overall policy, direction, and coordination of the emergency response effort in the Emergency Operations Center (EOC) throughout the Live Oak Charter School. The management section staff is also responsible for interacting with each other and others within the EOC to ensure the effective function of the EOC organization.

Operations Section (the "doers"): The operations section is responsible for coordinating all operations in support of the emergency response and for implementing action plans. This section includes response teams that work toward reduction of the immediate hazard, mitigating damage, and establishing control and restoration of normal operations.

Planning/Intelligence Section(the "thinkers"): The planning and intelligence section is responsible for collecting, evaluating, and disseminating information, maintaining documentation, and evaluating incoming information to determine the potential situation in the not-too-distant future. This section also develops School EOC/field action plans for implementation by the operations section.

Logistics Section (the "getters"): The logistics section is responsible for providing all types of support for the emergency response operation. This section orders all resources from off-site locations and provides facilities, services, personnel, equipment, transportation, and materials.

Finance and Administration Section (the "collectors"): The finance and administration section is responsible for accounting and financial activities such as establishing contracts with vendors keeping pay records, and accounting for expenditures. This section is also responsible for all other administrative requirements and acts as the clearinghouse for documentation during the recovery

phase. Routine use of ICS facilitates seamless integration of ICS into larger emergencies operations as they evolve. The key to ICS is remembering to focus on the functions and where possible, delegate authority to staff essential functions to distribute the workload

Unified Command Structure: Unified command is a procedure used at incidents which allows all agencies with geographical, legal or functional responsibility to establish a common set of incident objectives and strategies, and a single incident action plan. The use of unified command is a valuable tool to help ensure a coordinated multi- agency response. Unified command procedures assure agencies that they do not lose their individual responsibility, authority, or accountability. Unified Command is highly flexible. As the incident changes over time with different disciplines moving into primary roles, the unified command structure and personnel assignments can change to meet the need.

Advantages of using Unified Command: One set of objectives is developed for the entire incident. All agencies with responsibility for the incident have an understanding and are fully aware of joint priorities and restrictions. Duplicative efforts are reduced or eliminated, thus reducing cost and chances for frustration and conflict.

Pre-designated Incident Facilities

- Staging Areas
- Command Posts
- Mass Care Centers
- Evacuation Centers

Management

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

Planning & Intelligence

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

Operations

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

Logistics

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

Finance & Administration

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

Emergency Response Guidelines

Step One: Identify the Type of Emergency

When an emergency situation occurs, school personnel must quickly determine what initial response actions are required.

Determining the appropriate actions to take is a three-step process:

- I) identify the type of emergency;
- II) identify the level of emergency; and
- III) determine immediate action(s) that may be required.

The first step in responding to an emergency is to determine the type of emergency that has occurred.

Emergency procedures for 20 different types of emergencies listed below are provided in this plan.

1. Aircraft Crash
2. Intruder on Campus
3. Biological or Chemical Release
4. Bomb Threat
5. Bus Accident
6. Child Abuse – Procedures are outlined in Board of Education Policy, Administrative Regulation and Exhibit 5141.4
7. Disorderly Conduct
8. Earthquake
9. Explosion/Risk of Explosion
10. Fire
11. Flooding
12. Loss or Failure of Utilities
13. Motor Vehicle Crash
14. Psychological Trauma
15. Medical Emergency
16. Suspected Contamination of Food or Water
17. Threat of Violence
18. Civil Unrest
19. Pandemic Influenza/Avian Flu
20. Tsunami Watch/Warning

Step Two: Identify the Level of Emergency

The second step in responding to an emergency is to determine the level of the emergency. For schools, emergency situations can range from a small fire to a major earthquake. To assist schools in classifying emergency situations, a four-tiered rating system is described below.

Level 1 Emergency: A minor event that is handled by school personnel without assistance from outside agencies.

Level 2 Emergency: A moderate event in which many school community members are affected but school-site resources can independently manage the response.

Level 3 Emergency: A major event in which many school community members are affected, and even after reorganizing staff, school site resources cannot independently manage and support the response. Additional District resources are required.

Level 4 Emergency: A major event in which many school community members are affected and additional District resources are insufficient to manage and support the response.

Step Three: Determine the Immediate Response Action

Once the type and extent of an emergency have been identified, school personnel can determine if an immediate response action is required.

The most common immediate response actions initiated during school emergencies are:

- *Drop, Cover and Hold On
- *Lockdown
- *Alternate Response to a Violent Intruder
- * Shelter-in-Place – Community Disturbance
- *Shelter-in-Place – Environmental Incident
- * Evacuate Building
- * Off-Site Evacuation
- * All Clear
- * Student Release

Procedures for each of these are included in this section.

Immediate Response Actions

Drop, Cover and Hold On - This action is taken to protect students and staff from falling debris.

Description of Action

1. Upon the first indication of an earthquake, students and staff should immediately drop, cover and hold on.
2. If inside, school staff must instruct students to drop under their desks and cover their heads with their arms and hands, while holding onto the desk. For those students and staff who are physically unable to drop into a protected position under a table or desk, they should remain seated or, if possible, move to an interior wall away from windows and heavy objects, and cover their heads and arms.
3. If outside, school staff must instruct students to drop to the ground, place their heads between their knees, and cover their heads with their arms and hands. For students and staff who are physically unable to drop to the ground, they should take action to cover their heads with their arms and hands.
4. In the event of a major earthquake and after the initial shaking has stopped completely, the Incident Commander (Principal or designee) must make an announcement on the Public Address (PA) system to ensure that all building occupants have evacuated. If the PA system is not available other means of communication (e.g., messaging apps or sending messengers to deliver instructions) must be used.

Lockdown - This action is necessary when a threat of violence on District property is identified or when directed by law enforcement.

It is necessary to prevent a perpetrator(s) of violence from entering occupied areas. During Lockdown, students and staff are to remain in the classrooms or designated locations at all times. A Lockdown may be initiated by the Principal or designee as necessary or upon instructions from the police.

Description of Action

1. If an emergency occurs that requires occupants to lockdown, the Incident Commander (Principal or designee) at each site must make an announcement on the public address system (PA) to lockdown inside a building. If the PA system is not available, other means of communication (e.g. messaging apps or sending messengers to deliver instructions) must be used.
2. If outside, students should proceed to their classrooms if it is safe to do so. If it is not safe, staff must direct students into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, or gymnasium).
3. Once inside, occupants should close and lock all doors. If a door cannot be locked, barricade the door with furniture. Turn off all lights and close all window blinds. Occupants should be seated below window level, toward the middle of a room away from windows and doors and should take cover behind heavy objects (e.g. tables, filing cabinets). Occupants should remain silent.

4. School staff and students must remain in the classroom or secured area until further instructions are given by the Incident Commander (Principal or designee) or law enforcement.
5. All campus entrances and exits must be locked and no visitors other than appropriate law enforcement or emergency personnel are allowed on campus.
6. If safe to do so, the Incident Commander (Principal or designee) should communicate to the district that the site is on Lockdown.

Alternate Response to a Violent Intruder

While Lockdown is the primary response to the threat of violent intruder; in some circumstances, an alternate response may increase chance of survival.

Description of Action

1. Relocation – Flee the attacker. This response is most appropriate if:
 - a) The location of the attacker is known;
 - b) A clear pathway exists in a safe location away from the attacker, and;
 - c) There are times and the ability to evacuate both yourself and the students under your care.
2. Self Defense – Mount an assault against the attacker so as to subdue the person until law enforcement can arrive. This response should only be taken as a response of last resort and the event the attacker has penetrated an occupied room. If this tactic is chosen, the appropriate (strong and able to do so) occupants should mount an attack using suitable objects such as fire extinguishers, laptops, and chairs as weapons.

Shelter-in-Place – Community Disturbance

This action is taken to protect occupants when a violent or potentially violent action arises in the vicinity of the campus. A Shelter-in-Place – Community Disturbance may be initiated by the Director or designee as necessary or as directed by law enforcement. Initially, a Shelter-in-Place may start as a full-scale lockdown, then be scaled back to become a Shelter-in-Place – Community Disturbance.

Description of Action

1. The Incident Commander (Principal or designee) must make an announcement on the Public Address (PA) system to announce that Shelter-in-Place – Community Disturbance is in effect and that occupants should take shelter inside a building. If the PA system is not available, other means of communication (e.g. sending messengers to deliver instructions) must be used.
2. The site should be closed to all incoming and outgoing traffic. Exterior doors and gates should be locked and signs placed informing visitors that the site is in a state of lockdown. Visitors should be directed to leave the premises and seek refuge.
3. Students, staff, and visitors should remain indoors with intra-building trips reserved to meet essential personal, medical and/or security needs.
4. Staff should be on standby to implement a full Lockdown if required by the Incident Commander (Principal or designee) or law enforcement.

Shelter-in-Place – Environmental Incident

This action in order to place and/or keep students indoors in the event that airborne contaminants are found in the outside air. Shelter-in-Place – Environmental Incident is implemented when there is a need to isolate students and staff from the outdoor environment, and includes the shutting down the classroom and/or building heating, ventilation, and air-conditioning (HVAC) systems. During Shelter-in-Place, every precaution should be taken to avoid exposure to the outside air.

Description of Action

1. If an emergency occurs that requires students and staff to Shelter-in-Place – Environmental Incident, the Incident Commander (Principal or designee) at each site will make an announcement on the Public Address (PA) system to take shelter inside a building. If the PA system is not available, other means of communication (e.g. sending messengers to deliver instructions) must be used.
2. If inside, school staff should keep students in the classroom until further instructions are given.
3. If outside, students must proceed to their classroom if it is safe to do so. Secondary students should proceed to the next class. If it is determined to be unsafe, staff should direct students into nearby classrooms or school buildings (e.g. auditorium, library, cafeteria or gymnasium). School staff and students who were exposed to outside air should congregate in indoor locations away from individuals who were not exposed to the outside air. Anyone exhibiting symptoms should be provided first aid treatment.
4. School staff are responsible for securing individual classrooms and for completing the following procedures as needed: shut down the classroom/building(s) HVAC system; turn off local fans in the area; close and lock doors and windows; and, if necessary, seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.

Evacuation - On Site

This action is taken after the decision is made that it is unsafe to remain in the building.

Description of Action

1. In the event of a fire within a building, the staff member who discovers the fire should initiate a fire alarm.
2. School staff must instruct occupants to evacuate the building, in accordance with the school site evacuation plan and using designated routes, and assemble in their assigned assembly area.
3. School staff must take their student rosters when leaving the building and take attendance once the class is assembled in a safe location. Similarly, the Incident Commander (Principal or designee) should make a proper accounting of all staff once the evacuation is complete.
4. Once assembled, school staff and students will stay in place until further instructions are given.

Evacuation – Off-Site Relocation

This action is taken after a decision is made that it is unsafe to remain on the campus and evacuation to an off-site assembly area is required.

Description of Action

1. If an off-campus evacuation is necessary, the Incident Commander (Principal or designee) will make an announcement on the Public Address (PA) system. If the PA system is not available, other means of communication (e.g. sending messengers to deliver

instructions) must be used.

2. The District's Emergency Operation Center (EOC), in collaboration with the Incident Commander (Principal or designee), will determine the safest method for evacuating the campus. The EOC Transportation Director is responsible for identifying appropriate evacuation routes.

3. School staff shall secure student rosters when leaving the classroom and take attendance once the class is assembled in a predesignated safe location.

4. Once assembled off-campus, school staff and students will stay in place until the clearance is received to return to their school or parent-child reunification is complete.

Student Release

This action is taken after a decision to release students has been made. The following procedures shall be followed in releasing pupils in the event of an emergency or disaster:

Description of Action

1. The principal or designee shall receive authorization from the District EOC and/or Superintendent or designee before releasing pupils.

2. Individual pupils shall not leave a school site without receiving permission from the Incident Commander (Principal or designee)

3. Staff shall release pupils only to persons authorized on the pupil emergency card.

4. In absence of an emergency card or in an emergency in which reference to the emergency card is impossible, individual pupils shall be released, upon presentation of identification, to parents/guardians, persons authorized by the parents/guardians, or to authorized persons representing public agencies that may take responsibility, when necessary, for the safety of the pupil.

5. The principal or designee shall record the release of all pupils.

All Clear

This action is taken to notify school staff that normal school operations can resume.

Description of Action

1. The Incident Commander (Principal or designee) will make an announcement on the Public Address (PA) system. If the PA system is not available, other means of communication (e.g. sending messengers to deliver instructions) must be used.

2. This action signifies the emergency is over.

3. If appropriate, teachers should immediately begin discussions and activities to address students' fears, anxieties, and other concerns.

Step Four: Communicate the Appropriate Response Action

This CSSP is reviewed and updated annually by the principal and staff. Drills and exercises are conducted in accordance with Education Code requirements in order to acquaint both students and staff with the school's emergency procedures.

There is always the possibility that an emergency or disaster may occur when classes are not in session or when our school is being used for extended before/after school activities. While the structure of the plan remains the same, the management system may expand or contract depending on the emergency and availability of personnel.

A disaster container with some emergency supplies and equipment are located on campus and documented in this plan. Contents will be inventoried and replenished as necessary. Emergency food and water are also maintained at the school. Additionally, each classroom is equipped with some emergency supplies and class lists.

The principal and faculty will inform students about emergency procedures. All employees will make every effort to use appropriate procedures while providing students with direction and guidance, which emphasizes their physical and psychological well-being. Staff members need to review their evacuation routes and assembly area locations in preparation for an emergency. All substitute staff should be provided with a copy of the school's emergency procedures, a description of the role they would play in an emergency. Parents will be informed of the Emergency Plan and a copy of the Plan will remain in the administrative offices.

A copy of this Plan is submitted to the Board of Directors each year. The Board will review and adopt this plan by March 1, annually.

Emergency Planning for Students with Special Needs

The Director of Special Education or Designee is responsible for developing an emergency plan that ensures all staff is aware of students with special conditions and the care and treatment to be provided to those students in an emergency. The Director of Special Education/Designee must ensure that an emergency plan is developed for each student with special needs if the school standardized emergency management plan needs to be modified to meet the student's needs. A form to document the needs of special education students is contained in this plan.

Site administrators shall ensure that unassigned staff report to self-contained special education programs to assist staff with the emergency evacuation. One staff member may be responsible for more than one Special needs student, if necessary.

Categories of Students with Special Needs Health Conditions - Students that have seizures, diabetes, asthma or other breathing difficulties, severe allergic reactions, or technology-dependent or medically fragile conditions have special emergency concerns that may include the need for maintaining a the current supply of medication at the school for emergency purposes.

Types of Emergencies & Specific Procedures

Aircraft Crash

EMERGENCY PROCEDURE FALLEN AIRCRAFT

1. Determine which Emergency Action, if any, should be implemented. (Action will depend on the size of the aircraft, nature of the crash, and its exact location.) If safe to be in building, ALL students should be kept in the building under supervision.

Responsibility of Executive Director or Designee

2. Sound the appropriate warning signal.

Responsibility of Office Manager or School Secretary

3. If possible, determine whether the aircraft is military, commercial, or a private plane.

Responsibility of Executive Director or Designee

4. Notify the appropriate Fire Department.

Responsibility of Executive Director or Designee

5. Notify the Police Department or County Sheriff's Office.

Responsibility of Executive Director or Designee

6. Notify the School Civil Defense Coordinator, or other appropriate School official.

Responsibility of Executive Director or Designee

7. Teachers report missing students to office. Those not found will be reported to Fire and Law Enforcement Officials.

Responsibility of Executive Director or Designee

8. Do not allow the return of students to classrooms until buildings have been declared safe by Fire or Law Enforcement Officials.

Responsibility of Executive Director or Designee

9. Ensure that students and staff members remain at a safe distance from the crash.

Responsibility of Executive Director or Designee

Animal Disturbance

EMERGENCY PROCEDURE RABID ANIMAL/ANIMAL DISTURBANCE

1. The first consideration is the safety of the pupils and personnel.

2. Isolate the animal from the pupils.

- If animal is outside, keep pupils inside.
- If animal is inside, keep pupils outside or in some other sheltered area.

Responsibility of Executive Director or Designee

3. Call Animal Control Shelter. County (527-2471)
Responsibility of Executive Director or Designee

4. Call the Law Enforcement or Fire Department.
Responsibility of Executive Director or Designee

5. If animal injures someone, call the district nurse, the parent, the recommended Health Advisor.
Responsibility of Executive Director or Designee

Armed Assault on Campus

ACTIVE SHOOTER OR EXTREME ACTS OF VIOLENCE

In the event of gunfire or an active shooter, it may be difficult to communicate with others. If possible, the office will declare a "Lockdown", otherwise, you will need to rely on your own instincts, intuition and resources in your surroundings.

Remember: RUN/ HIDE/ FIGHT

RUN. When an active shooter is in your vicinity:

- If there is an escape path, attempt to evacuate.
- Evacuate whether others agree to or not.
- Leave your belongings behind.
- Help others escape if possible.
- Prevent others from entering the area.
- Call 9-1-1 when you are safe

HIDE. If an evacuation is not possible, find a place to hide.

- Lock and/or blockade the door.
- Silence your cell phone.
- Hide behind large objects.
- Remain very quiet.

Your hiding place should:

- Be out of the shooter's view.
- Provide protection if shots are fired in your direction.
- Not trap or restrict your options for movement

FIGHT. As a last resort, and only if your life is in danger:

- Attempt to incapacitate the shooter.
- Act with physical aggression.
- Improvise weapons. (Chairs– fire extinguishers–things to throw)
- Commit to taking the shooter down, No Matter What.
- Commit to your actions

WHEN LAW ENFORCEMENT ARRIVES:

- Remain calm and follow instructions.
- Keep your hands visible at all times.
- Avoid pointing or yelling.
- Know that help for the injured is on its way

Biological or Chemical Release

EMERGENCY PROCEDURE CHEMICAL ACCIDENT

1. Determine which Emergency Action, if any, should be implemented.

The nature of the chemical and nearness of the accident will probably be the deciding factor. Evacuation of the school may be ordered by Law Enforcement, Fire Department or Civil Defense Officials.

Responsibility of Executive Director or Designee

2. If necessary, implement Action LEAVE BUILDING.

Responsibility of Executive Director or Designee

3. Any chemical cloud that can affect students in their classrooms would very likely affect them outside on the school grounds as well. If time is of prime importance, it may be necessary to evacuate the school by foot. If this occurs, move crosswind to avoid fumes, never upwind or downwind.

4. If time is available, initiate Action DIRECTED TRANSPORTATION. Move students and staff away from the path of the chemical.

Responsibility of Executive Director or Designee

5. Notify the appropriate Fire Department.

Responsibility of Executive Director or Designee

6. Notify the Police Department or County Sheriff's Office.

Responsibility of Executive Director or Designee

7. Notify the School office.

Responsibility of Executive Director or Designee

8. Teachers report names of missing students to office. Those not found will be reported to Fire Department or Law Enforcement Officials, if forced by conditions to evacuate the school grounds.

Responsibility of Executive Director or Designee

9. Do not allow the return of students to the school grounds or buildings until Fire Department or Law Enforcement Officials declare the area safe.

10. Upon return to school, ensure that all classrooms are aired out by opening all doors and windows.

Responsibility of Executive Director or Designee

Bomb Threat/ Threat Of violence

Bomb Threat

The person receiving the bomb threat will:

1. Attempt to gain as much information as possible when the threat is received. Do not hang up on the caller.
2. Use the "bomb threat checklist" form collect the information needed. Don't be bashful about asking direct, specific questions about the threat. Keep the caller on the phone as long as possible. If the threat is received by phone, attempt to gain more information.
3. The most important information is: "When will the bomb explode" and "where is the bomb located?"
4. Immediately after receiving the bomb threat, verbally notify the administrator of the threat received.
5. Complete the "bomb checklist" form.
6. Turn off cellular phones and/or walkie-talkie radios (transmits radio waves could trigger a bomb).

The administrator will :

1. Call 9-1-1 and give the following information: your name, call-back phone number, exact street location with the nearest cross street, nature of incident and number and location of people involved and/or injured. Notify Executive Director's office.
2. Evacuate buildings using fire drill procedures.
3. Implement a systematic inspection of the facilities to determine if everyone is out.
4. Secure all exits to prevent re-entry to buildings during the search period.
5. Be certain people stay clear of all buildings; a bomb(s) may be planted against an outside wall. The blast will be directed in large part away from the building.
6. Re-occupy buildings only when proper authorities give clearance.

Fire department or police officers shall organize a search team to check for suspicious objects; a bomb can be disguised to look like any common object. Site employees should be ready to assist as needed.

EMERGENCY PROCEDURE BOMB THREAT

If a threat by telephone comes directly to a school

1. Person receiving call should attempt to keep the caller on the telephone as long as possible and alert someone else by prearranged signal so they can get on an extension and notify telephone company to trace the call.

- Dial "911" -- tell operator,

"This is (name of caller) from (name of school) We are receiving a bomb threat on another line. The number of that line is _____. Please trace the call."

- Give any additional information needed by the operator. This must be done quickly. (The call cannot be traced once the caller has hung up.)

2. Try to determine if the caller is a student or an adult. If it is a student, it may be easier to discover identity.
3. The Executive Director shall determine whether to evacuate the building(s) threatened.
 - Upon a decision to evacuate, if one specific building has been threatened, it should be evacuated along with adjoining buildings and a search should be instituted.
 - Avoid the use of the general alarm, if possible.
 - Use the intercom, personal notification by designated persons, or the Radio to evacuate the threatened rooms.
 - If it is necessary to evacuate the entire school, use the fire alarm.
4. The Executive Director may also decide to call the fire department or police, if, in his/her opinion it is warranted.
6. Resume school after the building(s) have been inspected and determined safe by proper authorities.
7. Do not publicize the threat any more than necessary.

If notified of call through police/sheriff department, follow items 3 through 7 above.

If a threat is received on school phones other than at a school, follow 1 and 2, then notify school concerned.

School should then follow procedures 3 through 7.

A written threat should be turned over to police and procedures 3 through 7 followed, if appropriate.

Individual receiving call should complete the Bomb Threat Report as soon as possible.

Bus Disaster

No bus services are used by Live Oak.

Disorderly Conduct

EMERGENCY PROCEDURE CIVIL DISOBEDIENCE/STUDENT DISORDER

Civil disobedience is defined as any assemblage on the school premises by unauthorized persons whose purpose and conduct is antagonistic with the orderly conduct of the school and the laws relating to the conduct of schools and the welfare of students.

Action: The major purpose is to keep school personnel and students from undue exposure to danger; therefore; every effort will be made to keep classes within their rooms.

1. Notify Law Enforcement Agency of situation and request assistance.
Responsibility of Executive Director or Designee
2. Upon the receipt of an alert, the custodians will proceed to lock and secure all exterior doors, including restrooms, and remove trash containers and other burnable items from public access.
3. Teachers and custodians will be directed to lock and close their classroom doors.
4. Notify School office of situation.
5. Upon command from the authority in charge, all faculty members will keep their students within their locked classrooms until further notice regardless of the bells and schedule.

Notify with Radio, Alternate means Direct oral or written communications

6. The teacher must remain in charge utilizing the best judgment in occupying the students within the classroom.
7. Darkening drapes and blinds should be closed in rooms so equipped.
8. Any other precautions should be taken to protect personnel from flying glass should the windows be broken.
9. When there is any evidence of a potential problem, classes outside will immediately return to locker rooms/classrooms, etc.
10. Should a disturbance enter the building itself, the secretarial staff should be prepared to move into either the Executive Director's or the vice-Executive Director's office. When possible, phones should be adjusted to feed into those areas.
11. Accurate record of events, conversations and actions, should be kept.

Responsibility of Executive Director or Designee

12. Assign staff members to assist nurse as necessary.

Staff member assigned: 1. Katie Louderback

2. Muriel Bertucci

13. Authority in charge should proceed in good judgment on basis of police or other legal advice, in taking action to eliminate the situation.

Earthquake

Major Earthquake Threat Summary

Earthquakes are sudden releases of strain energy stored in the earth's bedrock. The great majority of earthquakes are not dangerous to life or property either because they occur in sparsely populated areas or because they are small earthquakes that release relatively small amounts of energy. However, where urban areas are located in regions of high seismicity, damaging earthquakes are expectable, if not predictable, events. The major effects of earthquakes are ground shaking and ground failure.

Severe earthquakes are characteristically accompanied by surface faulting. Flooding may be triggered by dam or levee failure resulting from an earthquake, or by seismically induced settlement or subsidence. All of these geologic effects are capable of causing property damage and, more importantly, risks to life and safety of persons.

A fault is a fracture in the earth's crust along which rocks on opposite sides have moved relative to each other. Active faults have high probability of future movement. Fault displacement involves forces so great that the only means of limiting damage to man-made structures is to avoid the traces of active faults. Any movement beneath a structure, even on the order of an inch or two, could have catastrophic effects on the structure and its service lines. The overall energy release of an earthquake is its most important characteristic. Other important attributes include an earthquake's duration, its related number of significant stress cycles, and its accelerations.

Earthquake Size Descriptions (Richter Magnitude Intensity Effects)

Minor Earthquake 1 to 3.9: Only observed instrumentally or felt only near the epicenter.

Small Earthquake 4 to 5.9: Surface fault movement is small or does not occur. Felt at distances of up to 20 or 30 miles from the epicenter and may cause damage.

Moderate Earthquake 6 to 6.9: Moderate to severe earthquake range; fault rupture probable.

Major Earthquake 7 to 7.9: Landslides, liquefaction and ground failure triggered by shock waves.

Great Earthquake 8 to 8+: Damage extends over a broad area, depending on magnitude and other factors.

Standards for a Successful Earthquake Drill

The earthquake alarm can be heard by all staff and students. Immediately after the earthquake alarm sounds, all students, teachers and other employees shall:

1. duck or drop,
2. evacuation (via alternative routes, if appropriate),
3. accountability (teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the Director),
4. all clear (upon sounding of the all clear students and staff return to their appropriate classroom and the teacher takes roll once more. Missing students are reported to the attendance office.).

Earthquake Drills

The earthquake emergency procedure system shall include, but not be limited to, a school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staffs. The plan will also include the following:

1. Drop procedure. means an activity whereby each student and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools. These drills should be done on rotation with fire and lock down drills.
2. Protective measures to be taken before, during, and following an earthquake.
3. A program to ensure that the students and that both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system. (Code of Regulations, Section 35297) Whenever an earthquake alarm is sounded, all

students, teachers and other employees shall immediately begin Duck, Cover and Hold procedures:

- Duck or drop down on the floor.
- Take cover under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.
- Hold onto the furniture and be prepared to move with it. Stay in this position for at least one minute or, in a real situation, until shaking stops.

4. Evacuation. An evacuation should NEVER be automatic. There may be more danger outside the building than there is inside. If administrative directions are not forthcoming, the teacher will be responsible for assessing the situation and determining if an evacuation is required. Pre-determined evacuation areas should be in open areas, without overhead hazards and removed from potential danger spots (covered walkways, large gas mains, and chain-linked fences with electric shock potential). Make it clear that a post-earthquake route might differ from a fire evacuation route, and that appropriate non-hazardous alternate routes may be needed. Practice evacuation using alternate routes to the assembly areas.

5. Accountability. Students are to remain with their teacher in the evacuation area. Teachers shall take their roll sheets, take roll once in the evacuation area and be prepared to identify missing students to administrators and first responders. The Director shall keep a copy of each drill conducted on the emergency drill report form and file a copy with the Executive Director.

Earthquake Drop, Cover, and Hold

Earthquake procedures in the classroom or office

1. At the first indication of ground movement, you should drop to the ground. It will soon be impossible to stand upright during the earthquake. Getting to the ground will prevent being thrown to the ground.
2. You should seek protective cover under or near desks, tables, or chairs in a kneeling or sitting position.
3. You should hold onto the table or chair legs.

Holding onto the legs will prevent it from moving away from you during the quake. Protect your eyes from flying glass and debris with your arm covering your eyes. You should remain in the drop position until ground movement ends.

Be prepared to DROP, COVER and HOLD during aftershocks. After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

1. At the first indication of ground movement, you should drop to the ground.
2. Take cover under any available desk, table, or bench. If in a hallway, drop next to an inside wall in a kneeling position and cover the back of the neck with your hands.
3. After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

Earthquake procedures while outside

1. At the first indication of ground movement, move away from overhead hazards such as power lines, trees, and buildings.
2. Drop to the ground and cover the back of the neck with your hands. Be aware of aftershocks.
3. Do not enter buildings until it is determined safe to do so.

If walking to or from school, do not run. Stay in the open. If the student is going to school, continue to the school. If the student is going home, he/she should continue to go home. While in a vehicle or school bus, pull over to the side of the road and stop. If on a bridge, overpass, or under power lines, continue on until the vehicle is away from the overhead dangers. Wait until the ground movement stops and check for injuries. Be aware of aftershocks, downed wires, or roads blocked by debris. The bus driver is legally responsible for the welfare of student riders.

When Inside School Buildings

1. Personally execute Action DUCK, COVER AND HOLD upon the first indication of an earthquake.

Responsibility of Executive Director or Designee

2. Try to avoid glass and falling objects. Move away from windows where there are large panes of glass and out from under heavy suspended light fixtures. (The same applies to other staff members.)

3. When the earthquake is over, initiate Action LEAVE BUILDING. Special consideration should be given to exit routes as many older schools have heavy architectural ornaments over main entrances.

Responsibility of Executive Director or Designee

4. Post guards a safe distance away from building entrances to see that no one re-enters the buildings.

Responsibility of Executive Director or Designee

Identify guards, Campus Supervisors, instructional assistants

Assign posting areas

5. Warn all personnel to avoid touching electrical wires which may have fallen to the ground.

Responsibility of Executive Director or Designee

6. Notify the appropriate School official.

Responsibility of Executive Director or Designee

7. Notify the appropriate utility company of breaks or suspected breaks in utility lines or pipes.

Responsibility of Executive Director or Designee

8. Inspect school buildings. When damage is apparent, contact Executive Director and determine the advisability of closing the school.

Responsibility of Executive Director or Designee

9. Initiate any other Action deemed necessary, or return to normal routine.

Responsibility of Executive Director or Designee

When Outside on School Grounds

1. Execute those Actions required under 4 through 9 above.

At Times Other Than School Hours

1. Inspect school buildings. When damage is apparent, contact the Executive Director and determine the advisability of closing the school.

Responsibility of Executive Director or Designee

2. If school must be closed, notify staff members and students.

Responsibility of Executive Director or Designee

3. Notify the School office who will inform public information media as appropriate.

Responsibility of Executive Director or Designee

Explosion or Risk Of Explosion

EMERGENCY PROCEDURE EXPLOSION/THREAT OF EXPLOSION

Explosion

1. Personally execute Action DUCK, COVER AND HOLD upon the first indication of the explosion.

Responsibility of Executive Director or Designee

2. If the explosion occurred within the school buildings, immediately upon passage of the blast wave, initiate Action LEAVE BUILDING.

Responsibility of Executive Director or Designee

3. Notify the appropriate Fire Department.

Responsibility of Executive Director or Designee

4. Notify the Police Department or County Sheriff's Office.

Responsibility of Executive Director or Designee

5. If trained, organize a fight of fires until arrival of the Fire Department.

Responsibility of nny available staff

How: Garden hose, fire extinguishers.

6. Teachers report missing students to office. Those not found will be reported to Fire and Law Enforcement Officials.

Responsibility of Executive Director or Designee

7. Notify the appropriate utility company of breaks or suspected breaks in utility lines or pipes.

Responsibility of Executive Director or Designee

8. Notify the appropriate school official.

Responsibility of Executive Director or Designee

9. Do not allow the return of students or staff members to school buildings.

Responsibility of Executive Director or Designee

10. Initiate any other Action deemed necessary because of the condition of the school, or return to normal routine.

Responsibility of Executive Director or Designee

Threat of Explosion

1. Initiate Action LEAVE BUILDING.

Responsibility of Executive Director or Designee

2. Execute those Actions required under 3 through 10 above.

Responsibility of Executive Director or Designee

Fire in Surrounding Area

Fire near School

The Director shall:

1. Determine the need to execute an evacuation if nearby fire poses an immediate threat to the students or the building.
2. Notify the fire department by calling 911.
3. Notify students and staff when it is safe to return to the school site under the direction of the fire department and in consultation with the Executive Director or Director.
4. Will review directed transportation procedures (to include planning for bus transportation). Power Outage/Rolling Blackouts

It is the School's intent to keep schools open during a power outage. During an actual outage or anticipated outage, affected sites will be contacted as soon as practicable. Once notified, turn off computers, monitors, printers, copiers, and lights when not in use or not needed.

Preparing for an Outage

1. Determine availability of portable lighting at site, e.g., flashlights & batteries.
2. Find out if when power is lost, do emergency lights go on and do the exit signs remain lit.
3. Clear away materials and boxes from hallways and pathways.
4. Ask your teachers to have alternative teaching methods and plans available.
5. Conduct a survey of your site for the classrooms and offices with no windows and prepare relocation plans.
6. Plan alternative communication methods that suit your site, such as runners, cell phones, or radios.
7. Develop a site plan such as a buddy system or chaperone, for restrooms or any other necessary leave during this period.
8. Have flashlights & replacement batteries available for the restrooms and other locations with no windows.
9. Ask your staff and students to have seasonal warm clothing available.
10. Use surge protectors for all computer equipment, major appliances and electronic devices.

During an Outage

1. Contact the School office if site experiences a blackout.
2. Phones connected directly to a phone jack should still be operable.
3. If an outage lasts more than 30 minutes, have pre-designated people walk through the campus and check on the status of individuals in each building.
4. Use a buddy system when going to the restrooms.
5. Do not use barbeques, Coleman-type stoves, hibachis and other outdoor-cooking devices indoors.
6. Do not use candles or gas lanterns.
7. Turn off computers, monitors, printers, copiers, and major appliances.
8. Shut off lights in unoccupied rooms.

Rolling outages should not last more than two hours and, with some preparation, business can be conducted as close to normal as possible. If a power outage is prolonged, determine if release students/staff, evacuation to another site, etc.

Fire on School Grounds

Fire

All classrooms and offices shall have an emergency exit sign and evacuation chart posted in a prominent location.

Fire within a School Building

In the event that a fire is detected within a school building, use the following procedures:

1. The Director will: order an evacuation if the fire alarm doesn't work, call 9-1-1
2. Teachers will supervise the evacuation of the classrooms to the designated areas according to the emergency exit plan posted in every classroom and office.
3. Teachers will close doors upon evacuating.
4. Teachers will take their roll sheets to the evacuation site and take roll.
5. Teachers will report any missing student(s) to the administrator.
6. The Director or designee shall assist by shutting off gas valves, electricity, etc., or other if necessary for evacuating, putting out the fire, etc.
7. The Director shall open necessary gates for fire truck and other emergency vehicle access when appropriate. The Director will also keep access entrances open for emergency vehicles.

8. Notify students and staff when it is safe to return to the school site under the direction of the fire department and in consultation with the Executive Director.

EMERGENCY PROCEDURE FIRE

Within School Buildings

1. Immediately initiate Action LEAVE BUILDING.
Responsibility of Executive Director or Designee

2. Notify the appropriate Fire Department.
Responsibility of Executive Director or Designee

3. Notify the Police Department of County Sheriff's Office.
Responsibility of Executive Director or Designee

4. Organize a fight of incipient fires until arrival of the Fire Department.
Responsibility of Executive Director or Designee

How: Available staff will use fire extinguishers & available garden hoses or other appropriate means to contain fire

5. Ensure that access roads are kept open for emergency vehicles.
Responsibility of Executive Director or Designee

How: Administrator will direct available staff, i.e., teacher, classified staff to monitor roadway.

6. Teachers report missing students to office. Those not found will be reported to Fire and Law Enforcement Officials.
Responsibility of Executive Director or Designee

7. Notify the appropriate utility company of breaks or suspected breaks in utility lines or pipes.
Responsibility of Executive Director or Designee

8. Notify the Fairgrounds Staff.
Responsibility of Executive Director or Designee

9. Do not allow the return of students or staff members to school buildings until Fire Department Officials declare them safe.

10. Depending on the structural damage, determine whether Action GO HOME OR ANY OTHER Action should be implemented.
Responsibility of Executive Director or Designee

Fire Near School

1. Determine the need to implement any Action. If the answer is "no", continue with school routine. Notify appropriate Fire Department to be sure alarm has been given.

Responsibility of Executive Director or Designee

2. If the fire threatens the school, execute those Actions under "Within School Buildings" 1-10 above.

Responsibility of Executive Director or Designee

Flooding

Extreme Weather

Rain, Wind, Heat & Air Quality

In the case of extreme weather conditions, the following procedures will be followed:

A. School Administration will assess the level of threat.

B. If need be, administration will place the school on a Rainy-Day-Type schedule (All staff members will continue with their normal duties for this schedule, keeping all students inside).

C. If the level of threat increases, where student and staff safety become jeopardized, Administration will action for school closure and student release.

EMERGENCY PROCEDURE FLOOD

Within School Buildings

1. The extent of the flood and the time before it arrives will dictate the course of action to be taken. Depending on the situation, it may be necessary to initiate one or more of the following Emergency Actions and procedures:

Responsibility of Executive Director or Designee

- Action STAND-BY, followed by
- Action GO HOME, or
- Action LEAVE BUILDING, or
- Action DIRECTED TRANSPORTATION, or
- On official request, Action CONVERT SCHOOL

2. Sound the appropriate warning signal.
Responsibility of Executive Director or Designee

3. Keep battery powered radio tuned to a local radio station for information.
Responsibility of Office Manager or Office Personnel

Radio location: Main Office

4. Supervise the execution of the Action decided upon.
Responsibility of Executive Director or Designee

5. Notify the School office of Action taken.
Responsibility of Executive Director or Designee

Loss or Failure Of Utilities

Immediately report any building emergency or problem to Director.

For suspected or actual utility break or water/gas leak:

- Evacuate the immediate area.
- Call 911
- Do not touch fallen wires.
- Check circuit breakers, pilot lights and other potential sources of the problem.
- Do not return to the area until instructed to do so.

EMERGENCY PROCEDURE LOSS OF UTILITIES

WARNING:

During School Hours

1. Advance notice may be received from utility companies regarding loss of service. In many cases, these losses of service will be of short duration and require no special action other than notifying staff of the pending interruption of service.
2. Make announcement in person directly or over public address system.
3. Use messengers with oral or written word as an alternate means of faculty notification.

Messengers obtained - Office and Playground Supervisors

Other Than School Hours

1. If disruption in service will severely hamper school operation, students and staff should be notified by appropriate means.
Responsibility of Executive Director or Designee
2. School office will also assist in notification process by other means.

During School Hours

1. Determine length of time service will be interrupted.
Responsibility of Executive Director or Designee
2. Notify School office of loss of service.
Responsibility of Executive Director or Designee
3. Implement Action GO HOME, if necessary -- preferably, proceed with item 4.
Responsibility of Executive Director or Designee
4. Implement School Plan to carry on without utilities, or with alternate utilities (define what will be done, by whom, with what).
Responsibility of Executive Director or Designee

A. Plan for Loss of Water

Toilets: Use plastic bags placed in existing toilets

Drinking:

Food Service:

Other:

B. Plan for Loss of Electricity

Ventilation: Open windows and doors

Heat: Use any available jackets, blankets.

Light: Natural indoor or outdoor lighting.

Other: Use portable bullhorn to communicate.

C. Plan for Loss of Natural Gas

Heat: Use any available jackets and blankets.

Food Service: Use food that does not need to be heated..

Other: Use of portable bullhorn to communicate.

Other Than School Hours

1. If disruption in service will severely hamper school operation, students and staff should be notified by appropriate means.
Responsibility of Executive Director or Designee
2. School office will also assist in notification process by other means.
3. If possible, school should remain in session, implementing School Plan to carry on without utilities as listed under item 4 above.

Motor Vehicle Crash

This procedure addresses situations involving a motor vehicle crash on or immediately adjacent to school property.

- If a crash results in a fuel or chemical spill on school property, see section Biological or Chemical Release.
- If a crash results in a utility interruption, see section Loss or Failure of Utilities.

Procedure

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include DROP, COVER and HOLD ON, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION.
2. If the School Administrator issues the EVACUATE BUILDING action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
4. The School Administrator will call "911" and provide the exact location (e.g., building, area) and nature of emergency.
5. The School Administrator will notify the District Superintendent of the situation.
6. The Security/Facilities Team will secure the crash area to prevent unauthorized access.
7. The School Administrator will direct the Fire Suppression and HazMat Team to organize fire suppression activities until the Fire Department arrives.
8. The First Aid/Medical Team will check for injuries to provide appropriate first aid.
9. Any affected areas will not be reopened until the agency provides clearance and the School Administrator issues authorization to do so.
10. The School Administrator will initiate an OFF-SITE EVACUATION if warranted by changes in conditions.

On Campus

1. Call 911.
2. Any and all staff close to the situation directs students to immediate safety.
3. Alert the main office.
4. Assess for any injuries or missing students.
5. Available staff walk students back to their classroom.
6. Call parents on Emergency Contact forms.

Psychological Trauma

Suicide Threats and Attempts

Do's:

1. Listen to what the person is saying and take her/his suicidal threat seriously, many times a person may be looking for just that assurance.

2. Observe the person's nonverbal behavior. In children and adolescents, facial expressions, body language, and other concrete signs often are more telling than what the person says.
3. Ask whether the person is really thinking about suicide. If the answer is "YES," ask how she/he plans to do it and what steps have already been taken. This will convince the person of your attention and let you know how serious the threat is.
4. Get help by contacting an appropriate Crisis Response Team (CRT) member. Never attempt to handle a potential suicide by yourself.
5. Stay with the person. Take the person to a CRT member and stay with that person for awhile. The person has placed trust in you, so you must help transfer that trust to the other person.

Don'ts:

1. Don't leave the person alone for even a minute.
2. Don't act shocked or be sworn to secrecy.
3. Don't underestimate or brush aside a suicide threat ("You won't really do it; you're not the type"), or to shock or challenge the person ("Go ahead. Do it"). The person may already feel rejected and unnoticed, and you should not add to the burden.
4. Don't let the person convince you that the crisis is over. The most dangerous time is precisely when the person seems to be feeling better. Sometimes, after a suicide method has been selected, the person may appear happy and relaxed. You should, therefore, stay involved until you get help.
5. Don't take too much upon yourself. Your responsibility to the person in a crisis is limited to listening, being supportive, and getting her/him to a trained professional. Under no circumstances should you attempt to counsel the person.

Suspected Contamination of Food or Water

Poisoning, Chemical Spills, Hazardous Materials

Poisoning

If a student ingests a poisonous substance: call Poison Control Center Link Line 1-800-222-1222 and take appropriate first aid measures; call parents and notify 911.

Chemical Spill on-site

The following are guidelines for chemical spills:

1. Evacuate the immediate area of personnel.
2. Determine whether to initiate shelter-in-place protocol.
3. Secure the area (block points of entry).
4. Identify the chemical and follow the procedures for that particular chemical.
5. Notify the School office.

Chemical Spill Off-Site Involving School Property

Notify the School office with the following information:

1. date, time, and exact location of the release or threatened release;
2. name and telephone number of person reporting;
3. type of chemical involved and the estimated quantity;
4. description of potential hazards presented by the spill; document time and date notification made;
5. other emergency personnel responding (Highway Patrol, CALTRANS, etc.);
6. locate a fire extinguisher and have present, should the need arise;
7. place reflective triangles or traffic cones if in street or highway, do not light flares;
8. if spill response equipment is available use it to take the necessary measures to prevent the spill from spreading.

Reporting Chemical Spills

Once an emergency spill response has been completed, the person reporting the initial spill will complete a spill report. The incident must be reported to the Executive Director within 24 hours of the spill.

Spill Clean Up

Chemical spills may not be cleaned up by school personnel. Call the School office. The cleanup will be coordinated through a designated contractor.

Hazardous Substances

Hazardous substances include, but are not limited to the following: gasoline, lacquer, thinner, solvents, paint, motor oil, agricultural spray, diesel fuel, kerosene, stain, anti-freeze, airborne gases/fumes, and brake fluid.

Always call for assistance and extinguish all ignition sources, shut off main emergency switch to fuel pump, if appropriate, move appropriate fire extinguishing equipment to area, if possible, contain the spill to prevent further contamination, and move people/personnel away or evacuate from contamination area. If the spill poses an immediate student and staff hazard, all personnel should evacuate the area immediately. Move uphill and upwind, if possible.

Pandemic Illness

Responding to a pandemic illness requires all staff to be aware of symptoms and how the school and

School office will respond. Response will be a community issue. This response will include:

1. The District Nurse will outline process for identification, isolation, quarantine, movement restriction, healthcare services, emergency care, and mutual aid.
2. School will designate a single office to coordinate the community plan.
3. Recognition that in an affected community, at least two pandemic waves (6-8 weeks each) are likely over several months. The school might be designated as a contingency hospital.
4. Students with special needs will be considered in planning (e.g., low income for feeding purposes).
5. The school will participate in community plan exercises.
6. The school will share lessons learned from developing preparedness and response plans with other local public and private schools.

Bioterrorism

How to identify suspicious letters or packages

Some characteristics of suspicious letters or packages include the following:

- Excessive postage,
- handwritten or poorly typed addresses,
- incorrect titles,
- title, but no name,
- misspellings of common words,
- oily stains, discolorations or odors,
- no return address,
- excessive weight,
- lopsided or uneven envelop,
- protruding wires or aluminum foil,
- excessive security material such as masking tape, string, etc.,
- visual distractions,
- ticking sound,
- marked with restrictive endorsements, such as “Personal” or “Confidential”,
- shows a city or state in the postmark that does not match the return address.

Do not shake or empty the contents of any suspicious envelop or package. Place the envelope or package in a plastic bag or some other type of container to prevent leakage of contents. If you do not have any container, then cover the envelope or package with anything (e.g., clothing, paper, trash can, etc.) and do not remove this cover. Then, leave the room and close the door, or section off the area to prevent others from entering. Wash your hands with soap and water to prevent spreading any powder to your face. Report the incident to the local police and your site administrator. List all people who were in the room or area when this suspicious letter or package was recognized.

Envelope with powder or powder spills out onto a surface

Do not try to clean up the powder. Cover the spilled contents immediately with anything and do not remove this cover. Leave the room and close the door or section off the area to prevent others from entering. Wash your hands with soap and water to prevent spreading any powder to your face.

Call 9-1-1 and your site administrator to report the incident. Remove heavily contaminated clothing as soon as possible and place in a plastic bag, or some other container that can be sealed. The clothing bag should be given to the emergency responders for proper disposal. Shower with soap and water as soon as possible. Do not use bleach or other disinfectant on your skin. If possible, list all people who were in the room or area, especially those who had actual contact with the powder.

Anthrax

Anthrax organisms can cause infection in the skin, gastrointestinal system, or the lungs. In order for this to happen, the organism must be rubbed into abraded skin, swallowed, or inhaled as a fine, aerosolized mist. Disease can be prevented after exposure to the anthrax spores by early treatment with the appropriate antibiotics. Anthrax is not spread from one person to another person. For anthrax to be effective as a covert agent, it must be aerosolized into very small particles. This is difficult to do, and requires a great deal of technical skill and special equipment. If these small particles are inhaled, life-threatening lung infection can occur, but prompt recognition and treatment are effective.

Botulism

Botulism infection is extremely rare, with fewer than 200 cases report in the U.S. each year. There are two forms of botulism which are associated with a terrorist act:

Foodborne Botulism

The bacterium is ingested with the contaminated food source. Symptoms begin within 6 hours to 2 weeks, but most commonly between 12 to 36 hours after eating contaminated foods. Double or blurred vision, drooping eyelids, slurred speech, difficulty swallowing, dry mouth, and a descending muscle weakness that affects the shoulders first, and then upper arms, lower arms, thighs, calves, etc.

These symptoms may be preceded by gastrointestinal disorder such as abdominal cramps, nausea, vomiting, and diarrhea. Paralysis of the respiratory muscles will cause death unless the person is assisted by mechanical ventilation. Botulism toxin can occur naturally in undercooked food, but the frequency of this is extremely rare.

Inhalational Botulism

Inhalation botulism results from the inhalation of the aerosolized toxin. A small amount of aerosolized toxin released into the wind can have a devastating effect on the surrounding population. Notwithstanding, inhalational botulism could be inflicted upon a more limited number of victims by introducing a contaminated object into an enclosed area such as inside of a building. The symptoms are indistinguishable from those of food borne botulism, except that the gastrointestinal signs sometimes associated with foodborne botulism may not occur. Botulism cannot be transmitted from one person to another. There is no vaccine for botulism treatment at this time. However, treatment consists of passive immunization with equine anti-toxins and supportive patient care.

Tactical Responses to Criminal Incidents

Any portion of a comprehensive safety plan that includes tactical responses to criminal incidents that may result in death or serious bodily injury at the school site, including steps to be taken to safeguard students and staff, secure the affected school premises, and apprehend the criminal perpetrator(s), shall be developed by district administrators in accordance with Education Code 32281. In developing such strategies, district administrators shall consult with law enforcement officials and with a representative of an employee bargaining unit if he/she chooses to participate. When reviewing the tactical response plan, the Board may meet in closed session to confer with law enforcement officials, provided that any vote to approve the tactical response plan is announced in open session following the closed session.

Unlawful Demonstration or Walkout

Step 1: Collect intelligence on upcoming events and important issues.

At the outset of the school year, Live Oak Charter School and staff, safety personnel, parents, and local police begin monitoring communication among students to collect intelligence on upcoming events or important issues. This includes monitoring of commonly used student communication channels, such as social Web sites on the Internet (Instagram, Facebook), YouTube, and messaging and blogging sites; flyers posted and handed around school grounds; and the activities of student leaders. Once evidence of a planned student walkout has been identified, school district safety personnel should seek verification from school staff, taking care not to feed rumors but only to confirm the accuracy of information.

Step 2: Begin planning response efforts immediately.

After it is determined that a walkout event is scheduled, response planning efforts should begin immediately. Sometimes notice of an event is very short, such as when school officials learn that a permit to demonstrate was pulled by a certain activist group only one week before the designated demonstration date. Other times, a school can spend months planning in advance for a walkout demonstration. As with any event, the more notice school staff have to plan, the better.

Step 3: Initiate prevention-mitigation strategies.

A key component of this part of the planning process for Live Oak has become the implementation of several prevention-mitigation strategies to try and diffuse the walkout event before it even happens, including:

- Creating an educational component around issues of concern.
- Giving students an alternate forum for political expression.
- Persuading students it is not in their best interests to conduct a walkout.
- Scheduling an intervening event to distract or dissuade students from walking out.

Emergency Evacuation Map