

Comprehensive School Safety Plan

2019 School Year

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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 <http://charter.edcoe.org/>.

Safety Plan Vision

Charter Alternative Programs emphasizes the development of the whole individual and values communication and partnerships with families and community members to employ an effective accident and illness prevention program. This includes regular monitoring, training, and updates to help ensure a safe, healthful school environment for all students and staff, where they are free from physical and psychological harm. The principal and staff are committed to maximizing school safety and to creating a positive learning environment that teaches and emphasizes high expectations for student conduct, responsible behavior, and respect for others.

Components of the Comprehensive School Safety Plan (EC 32281)

Charter Alternative Program (CAP) Safety Committee

The Safety Committee is made up of representatives from each program/campus who are responsible for recommending safety and health improvements and is responsible for identifying hazards and unsafe practices, removing obstacles for incident prevention and helping to evaluate and update the accident and illness prevention program. Law enforcement and local fire department officials are consulted with formally each Fall, as well as on an as-needed basis throughout the year.

Assessment of School Safety

Safety committee meetings are held on a quarterly or as-needed basis to discuss and resolve any potential concerns. Safety procedures are updated annually, or as necessary. Fire extinguishers, safety notification devices and equipment, and facilities are checked quarterly.

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

Charter Alternative Programs requires that all staff undergo annual courses in regard to Bloodborne Pathogens, Healthy Schools Act, and Mandated Reporter training. EDCOE has installed a communication system in all rooms on the EDCOE campus that can monitor or communicate with all staff and students, in addition to an email, phone call, and text blasts in the event there is an incident. Emergency drills for staff and students are held monthly at each site for fire, lockdown, and Duck/Cover/Hold (Earthquake). A like and equally-effective safety communication system is moving forward for installation at the Charles Brown site and is expected to be completed prior to the next school year. The school safety plan is updated annually by July 31st., and the plan is posted on the website to be accessible to all classified and certificated staff.

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

Mandated reporters include but are not limited to teachers, instructional aides, teachers aides/assistants classified

employees, administrators, employees of a licensed daycare facility, Head Start teachers, district police/security officers, and administrator/presenter/counselors of a child abuse prevention program.

As mandated reporters, the staff at each school site follows child abuse reporting guidelines set forth in the Child Abuse Reporting Law, which requires a telephoned report of suspected child abuse to a child protective agency as soon as practically possible. In addition, a follow-up written report is required within 36 hours of receiving the information concerning the incident (Pen. Code, 11166, subd. (g)).

Education Code 49380

(a) A school district is encouraged to collaborate with outside consultants, including law enforcement, with expertise in sexual abuse and sex trafficking prevention education in order to create a school safety plan to address the threat of sexual abuse and sex trafficking.

(b) A school district is encouraged to collaborate with law enforcement on a referral protocol for high-risk pupils and minors.

(c) In-service training may be conducted periodically to enable school district personnel to learn about new developments in the understanding of sexual abuse and sex trafficking, and to receive instruction on current prevention efforts and methods. A school district is encouraged to include training on early identification of sexual abuse and sex trafficking of pupils and minors.

Education Code 44691

(a) The State Department of Education, in consultation with the Office of Child Abuse Prevention in the State Department of Social Services, shall do all of the following:

(1) Develop and disseminate information to all school districts, county offices of education, state special schools and diagnostic centers operated by the State Department of Education, and charter schools, and their school personnel in California, regarding the detection and reporting of child abuse.

(2) Provide statewide guidance on the responsibilities of mandated reporters who are school personnel in accordance with the Child Abuse and Neglect Reporting Act (Article 2.5 (commencing with Section 11164) of Chapter 2 of Title 1 of Part 4 of the Penal Code). This guidance shall include, but not necessarily be limited to, both of the following:

(A) Information on the identification of child abuse and neglect.

(B) Reporting requirements for child abuse and neglect.

(3) Develop appropriate means of instructing school personnel in the detection of child abuse and neglect and the proper action that school personnel should take in suspected cases of child abuse and neglect, including, but not limited to, an online training module to be provided by the State Department of Social Services.

(a) School districts, county offices of education, state special schools and diagnostic centers operated by the State Department of Education, and charter schools shall do both of the following:

(1) Except as provided in subdivision (c), provide annual training, using the online training module provided by the State Department of Social Services, to their employees and persons working on their behalf who are mandated reporters, as defined in Section 11165.7 of the Penal Code, pursuant to this section and subdivision (d) of Section 11165.7 of the Penal Code on the mandated reporting requirements. Mandated reporter training shall be provided to school personnel hired during the course of the school year. This training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Section 11166 of the Penal Code, is a misdemeanor punishable by up to six months confinement in a county jail, or by a fine of one thousand dollars (\$1,000), or by both that imprisonment and fine.

(2) Develop a process for all persons required to receive training pursuant to this section to provide proof of completing the training within the first six weeks of each school year or within the first six weeks of that person's employment. The process developed under this paragraph may include, but not necessarily be limited to, the use of a sign-in sheet or the submission of a certificate of completion to the applicable governing board or body of the school district, county office of education, state special school and diagnostic center, or charter school.

(b) School districts, county offices of education, state special schools and diagnostic centers operated by the State Department of Education, and charter schools that do not use the online training module provided by the State Department of Social Services shall report to the State Department of Education the training being used in its place.

The administrative staff at each school site has been trained to handle the disclosure of a child's suspected

physical or sexual abuse. These are some of the guidelines used to help a child through this crisis:

- A private place is found to talk to the child, while maintaining eye contact.
- The conversation remains calm, without any expression of panic or shock.
- The facts surrounding the incident are obtained.
- No assumptions are made; the child is allowed to speak, uninterrupted.
- The child is given the benefit of the doubt.
- A child's vocabulary is used.
- Reassurance is given that he or she is innocent and did not provoke the incident.
- Reassurance is given that everything possible will be done to protect and support him or her.
- The child is made aware of what will happen once the report is made.
- An immediate need for safety is determined.
- A report to the proper authorities is made.

If the child discloses the abuse during a lesson, acknowledgement is given and the lesson is continued. Afterwards, a quiet place is found where the teacher can talk with the child alone. As a mandated reporter, any member of our staff who reasonably suspects that child abuse has occurred must provide his or her name and the following information when making the telephone report to a child protective agency:

- Name of the child.
- Present location of the child.
- Nature and extent of injury.

- Any other information, including that which led the person to suspect child abuse, requested by the child protective agency (Pen. Code, 11157, subd. (a).).

The written report is filed on Department of Justice Forms SS 8572 and SS 8583, which are obtained from county welfare and probation departments and local law enforcement agencies. Medical personnel then complete a special, uniform reporting form developed by the Attorney General, entitled "Medical Report – Suspected Child Abuse" (DOJ 900).

Reports are investigated either by the local law enforcement agency and/or by the county Child Protective Services agency. Cross reporting by these agencies is required to ensure that law enforcement, child welfare agencies, and EDCOE attorneys receive all reports they should review, whether initially reporting to them or to another child protective agency (Pen. Code, 11166, subd. (g).).

The following signs serve as a warning to school personnel that possible abuse has taken place:

- Physical
 - Unexplained fractures, lacerations or bruises.
 - Burns (cigarette, rope, scalding water, iron).
 - Extreme fear or withdrawal.
 - Destructive and/or self-destructive behavior.
- Sexual
 - Precocious knowledge of explicit sexual behavior.
 - Fearful, withdrawn, hostile or aggressive behavior.
 - Attempts to run away or running away.
- Pseudo-mature (seems mature beyond chronological age).
- Promiscuous behavior.
- Neglect
 - Dirty, unkempt.
 - Inappropriate dress for weather.
 - Extremely offensive body odor.
 - Malnutrition (extremely thin, dry or flaking skin, pale, fainting).
 - Unattended medical conditions (infected minor burns, impetigo).

Reporting procedures:

- 1) Complete Child Abuse reporting form
- 2) Call Child and Family Service immediately to verbally report
- 3) Forward completed Child Abuse Report form within 36 hours
- 4) Do not pass on the duty to report. However, the staff member can and should notify your supervisor
- 5) If the staff member has a reasonable suspicion, he/she has a duty to check (reasonable suspicion creates a duty)
- 6) If in doubt file
- 7) The burden of proof is not with the staff member. Child and Family Services will do the investigation.
- 8) School staff is not liable for defamation if done in the course and scope of employment.

Child abuse can be any of the following:

A physical injury which is inflicted on a child by another person other than by accidental means.

The sexual abuse, assault, or exploitation of a child.

The negligent treatment or maltreatment of a child by a person responsible for the child's welfare under circumstances indicating harm or threatened harm to the child's health or welfare, whether the harm or threatened harm is from acts or omissions on the part of the responsible person.

The willful infliction upon a child of any cruel or inhumane corporal punishment or any injury resulting in a traumatic condition.

The willful harming or injuring of a child or endangering of the person or the health of a child where the person responsible for the child's welfare is a licensee, administrator, or employee of any facility licensed to care for children or an administrator or employee of a public or private school or other institution or agency.

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

Disaster Plan (See Appendix C-F)

General Information: This plan is designed to prepare for the impact of a major disaster or emergency affecting any of the school facilities. These guidelines are general in nature. Charter Alternative Programs follows the SEMS (Standardized Emergency Management System) roles and responsibilities list. They include a quick reference emergency action guide and will be supplemented by individual school site disaster plans.

Mass panic is one of the greatest dangers to students. Staff members must remember that in times of stress students would look to them for information.

The following checklist highlights activities under certain functions that shall be addressed in order to ensure an effective response to a disaster. These functions are to be undertaken by school staff and include site security, fire suppression, search and rescue, triage and possible evacuation.

The responsibility of on-site staff members:

- 1) Citing Student Handbook, notify adult students at enrollment/orientation of the evacuation plans, sites, and procedures.
- 2) Train center staff on Disaster Plan and practice and maintain staff awareness.
- 3) Orient and review the Disaster Plan with on-site staff as they will assist during drills and disasters.
- 5) Conduct fire drills and earthquake drills with staff, and students.
- 6) Check supplies each year for leakage and other problems.
- 7) Be aware of the staff's skills that may be useful in emergency planning (fire extinguisher use, CPR certified, bilingual, etc.).
- 8) Ensure a floor plan (map) of the center (showing evacuation routes) and a phone is accessible during a disaster.
- 9) Keep emergency supplies (e.g., food, water, first aid supplies) in a safe, accessible place. Supplies will be checked yearly for completeness. Ensure staff knows the location of supplies. Label storage containers and door with symbols.
- 10) After an emergency or disaster incident, prepare a narrative to the Superintendent and the Director that includes: date/time of the incident or evacuation, the reason for the evacuation, and any changes that may need to be made to improve the procedures.
- 11) Keep a copy of this plan and ensure staff knows it's location.

Each school's emergency plans meet the guidelines of the California's Standardized Emergency Management System (SEMS) and has developed, in consultation with public safety agencies (law enforcement, fire, public health), an "All Hazards" approach for mitigation, preparedness, response and recovery. School EOPs address, at a minimum, the following types of emergencies and disasters and protective measures to be taken before, during, and after:

1. Fire on or off school grounds which endangers students and staff.
2. Earthquake or other natural disasters.
3. Environmental hazards.
4. Attack or disturbance, or threat of attack or disturbance, by an individual or group.
5. Bomb threat or actual detonation.
6. Biological, radiological, chemical, and other activities, or heightened warning of such activities.
7. Medical emergencies and quarantines, such as a pandemic influenza outbreak.

The site administrator works with authorities appropriate for each situation, with the principal's designee to be appointed in the event that the administrator is unable to perform his/her duties. To ensure accountability for emergency response procedures, personnel are assigned specific duties to perform in the event of emergencies. Drills are conducted regularly using an Incident Action Plan to pre-plan and determine the object of the drill, along with After Action Reports to document lessons learned.

Public Agency Use of School Buildings for Emergency Shelters

El Dorado County Office of Education makes its facilities available for emergency shelter if needed.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Charter Alternative Programs, under EDCOE, updates its Expulsion Plan triannually, which includes MTSS, Restorative Practices, Trauma-Informed Practices, Career Education, Student Resilience, Inter-agency Collaboration - like SARB, and Rehabilitation Plans. Student conduct which prevents students from learning or teachers from teaching due to disruptive or disrespectful behavior is an opportunity to take alternative actions with the students and/or families. CAP has established clear consequences for behavior that interferes with learning. Students are taught that when they violate a school/classroom standard, a consequence will result. Students are not to endanger themselves/others, continually disregard rules, or repeatedly interfere with others' rights to learn.

Due Process

All suspensions are preceded by an informal conference between the student and a school administrator during which the student shall be informed of the reason for the suspension and the evidence against him or her, and given the opportunity to present his or her version and evidence in his or her defense. The student, at the conference, will also be informed of the other means of correction that were attempted before the suspension. It is the policy of the school to telephone parents at the time of the suspension, but in all cases, a notice is mailed within 24 hours. Usually a parent conference is requested to take place as soon as is feasible. Parents or guardians are requested to respond to such conferences. Depending on the severity and circumstances, further action may be required such as detention, suspension or expulsion. In these instances, parents will be notified either by phone or mail.

Suspension: Informal Conference - AB 667

Current law requires a suspension by the principal, the principal's designee, or the district superintendent of schools to be preceded by an informal conference conducted by the principal, the principal's designee, or the district superintendent of schools between the pupil and, whenever practicable, the teacher, supervisor, or school employee who referred the pupil to the principal, the principal's designee, or the district superintendent of schools. Current law requires a pupil, at the conference, to be informed of the reason for the disciplinary action and the evidence against him or her, and given the opportunity to present his or her version and evidence in his or her defense. This bill requires a pupil, at the conference, to also be informed of the other means of correction that were attempted before the suspension.

Pupil Discipline: Legal Consult Prior to Custodial Interrogation of Minor under Age 16

Beginning January 1, 2018, minors under the age of 16 must consult with legal counsel prior to a custodial interrogation and before waiving their Miranda rights.

The following rule infractions will result in automatic referral to law enforcement: and/or suspension.

Education Code 48915 (a) (1)

1. Causing serious physical injury to another person, except in self-defense.
2. Possession of any knife or other dangerous object of no reasonable use to the pupil.
3. Unlawful possession of a controlled substance.
4. Robbery or extortion.
5. Assault or battery upon any school employee.

Education Code 48915 (c)

1. Possessing, selling, or otherwise furnishing a firearm.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance.
4. Committing or attempting to commit a sexual assault or committing a sexual battery.
5. Possession of an explosive.

Suspension is the removal of a pupil from ongoing instruction for adjustment purposes. A student may be suspended from class/school for disciplinary reasons by administrative or teacher action. A principal or designee may suspend a student for not more than five consecutive school days; a teacher may suspend for the remainder of the day in which the misbehavior occurred and the day following (from their class only). A suspension may be extended under certain conditions when a hearing is pending. A pupil shall not be suspended from school unless the superintendent of the school district or subdivisions (a) to (r), inclusive:

- (a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- (2) Willfully used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous objects, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is agreed on by the principal or the designee of the principal.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of an alcoholic beverage, or an intoxicant of any kind.
- (d) Unlawfully offered, arranged, sold, delivered, or negotiated to sell a controlled substance of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- (k) (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- (2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion. This paragraph shall become inoperative on July 1, 2018, unless a later enacted statute that becomes operative before July 1, 2018, deletes or extends that date.
- (l) Knowingly received stolen school property or private property.
- (m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- (n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drugs.
- (q) Engaged in, or attempted to engage in hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
- (r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
 - (1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 - (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
 - (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
 - (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
 - (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
 - (2) (A) "Electronic act" means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or another wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - (i) A message, text, sound, or image.
 - (ii) A post on a social network Internet Web site, including, but not limited to:
 - (I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
 - (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph

(1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

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

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

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

(1) While on school grounds.

(2) While going to or coming from school.

(3) During the lunch period whether on or off the campus.

(4) During, or while going to or coming from, a school-sponsored activity.

(t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

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

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

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

A student enrolled in any of grades 4 through 12, inclusive which is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment. The Superintendent has the authority to expel a student for serious and /or repeated offenses. In certain cases, whenever a student commits an act warranting expulsion, the school principal must recommend expulsion from the school or justify in writing to the reasons why the expulsion is not being recommended. Both the student and the student's parent or guardian shall receive appropriate notices and information about opportunities for hearings on expulsion.

Expulsion hearings are formal and legal in nature. E.C. 48915 (a) (1) Except as provided in subdivisions (c) and (e), the principal or the superintendent of schools shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct:

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(A) Causing serious physical injury to another person, except in self-defense. (B) Possession of any knife or another dangerous object of no reasonable use to the pupil. (C) Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for either of the following: (i) The first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis. (ii) The possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician. (D) Robbery or extortion. (E) Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee. (2) If the principal or the superintendent of schools makes a determination as described in paragraph (1), he or she is encouraged to do so as quickly as possible to ensure that the pupil does not lose instructional time. (b) Upon recommendation by the principal or the superintendent of schools, or by a hearing officer or administrative panel appointed pupil committed an act listed in paragraph (1) of subdivision (a) or in subdivision (a), (b), (c), (d), or (e) of Section 48900. A decision to expel a pupil for any of those acts shall be based on a finding of one or both of the following: (1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct. (2) Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others. (c) The principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds: (1) Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district. The act of possessing an imitation firearm, as defined in subdivision (m) of Section 48900, is not an offense for which suspension or expulsion is mandatory pursuant to this subdivision and subdivision (d), but it is an offense for which suspension, or expulsion pursuant to subdivision (e), may be imposed. (2) Brandishing a knife at another person. (3) Unlawfully selling a controlled substance listed in Chapter 2 and (commencing with Section 11053) of Division 10 of the Health Safety Code. (4) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900. (5) Possession of an explosive. (d) The governing board of a school district shall order a pupil expelled upon finding that the pupil committed an act listed in subdivision (c), and shall refer that pupil to a program of study that meets all of the following conditions: (1) Is appropriately prepared to accommodate pupils who exhibit discipline problems. (2) Is not provided at a comprehensive middle, junior, or senior high school, or at any elementary school. (3) Is not housed at the school site attended by the pupil at the time of suspension. (e) Upon recommendation by the principal or the superintendent of a school district may order a pupil expelled upon finding that the pupil, at school or at a school activity off of school grounds violated subdivision (f), (g), (h), (i), (j), (k), (l), or (m) of Section 48900, or Section 48900.2, 48900.3, or 48900.4, and either of the following: (1) That other means of correction are not feasible or have repeatedly failed to bring about proper conduct. (2) That due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others. (f) The governing board of a school district shall refer a pupil who has been expelled pursuant to subdivision (b) or (e) to a program of study that meets all of the conditions specified in subdivision (d). Notwithstanding this subdivision, with respect to a pupil expelled pursuant to subdivision (e), if the county superintendent of schools certifies that an alternative program of study is not available at a site away from a comprehensive middle, junior, or senior high school, or an elementary school, and that the only option for placement is at another comprehensive middle, junior, or senior high school, or another elementary school, the pupil may be referred to a program of study that is provided at a comprehensive middle, junior, or senior high school, or at an elementary school. (g) As used in this section, "knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 3 1/2 inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade. (h) As used in this section, the term "explosive" means "destructive device" as described in Section 921 of Title 18 of the United States Code.

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

Procedures to Notify Teachers of Dangerous Pupils

The teachers of any and all students who have committed any disciplinary acts outside of school, involving the police and/or juvenile justice system will be informed by the Principal that there is information on a student (student will be named), and can be obtained/viewed at the office. As directed in EC 49079, teachers who have students that have engaged in acts described in EC 48900, need to be informed of such.

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

The cumulative file for new students to Charter Alternative Programs will be reviewed when it arrives at the student's new school site in order to gather background information on the new student. Instructional Staff will be alerted with new information regarding suspensions or expulsions from the previous three years of the new student.

School Visiting Procedures-Presence of a Registered Sex Offender on Campus - EC §§ 49091.10 and 51101

Parents/guardians, including those who are required to register as sex offenders, have a prescribed right to be involved in the education of their children. Any person who is required to register as a sex offender pursuant to Penal Code 290, including a parent/guardian of a County Office of Education student, shall only enter upon school grounds for lawful business and after obtaining written permission from the County Superintendent, site administrator, or designee. As necessary, the site administrator shall consult with local law enforcement authorities and/or legal counsel before allowing the presence of any such person at school or other school activity. The site administrator also shall report to the County Superintendent or designee anytime he/she gives such written permission. The principal shall indicate on the written permission the date(s) and times for which permission has been granted.

Any person required to register as a sex offender pursuant to Penal Code 290, including parent/guardians, shall only enter upon school premises for lawful business and after obtaining written permission from the County Superintendent, site administrator, or designee (Penal Code 626.81). The County Superintendent, site administrator, or designee shall make the determination regarding whether to grant access, for what purpose, and the duration of such access, based upon available information and upon consultation with local law enforcement authorities or legal counsel, if necessary. If a registered sex offender is granted written permission and has lawful business to enter upon school premises, he/she shall be accompanied by the site administrator or designee at all times while on school grounds.

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

A pupil may be suspended from school if the principal or designee of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Sec. 212.5 of the education code. The conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individuals academic performance or to create a hostile or intimidating or offensive educational environment. Sexual Harassment training is required for all supervisory positions every two years. New employees are required to train within 6 months of employment.

The El Dorado County Office of Education designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 and California Education Code 234.1, as well as to investigate and resolve sexual harassment complaints under AR 1312.3 - Uniform Complaint Procedures. The coordinator/compliance officers may be contacted at: Personnel Services, Title IX Coordinator Executive Director, Personnel Services wfredrickson@edcoe.org, and the Charter Programs Executive Director, Charter Alternative Programs Address: 6767 Green Valley Road, Placerville, CA 95667 Phone Number: 530-622-7130

STUDENT HARASSMENT POLICY includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors or other unwanted verbal, visual or physical conduct of a sexual nature made against another person of the same or opposite gender, in the educational setting, when: (Education Code 231.5; 5 CCR 4916) 1. Submission to the conduct is explicitly or implicitly made as term or condition of a student's academic status or progress. 2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student. 3. The conduct has the purpose or effect of having a negative impact on the student's academic performance, or of creating an intimidating, hostile or offensive educational environment. 4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity. Types of conduct which are prohibited in the school and which may constitute sexual harassment include, but are not limited to:

Unwelcome sexual advances, unwanted requests for sexual favors or other unwanted verbal, visual or physical conduct of a sexual nature made against another person of the same or opposite gender, in the educational setting, when: (E.C. 212.5; 5 CCR 4916) 1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress. 2. Submission to or rejection of the c 4. Sexual jokes, derogatory poster, notes, stories, cartoons, drawings, pictures obscene gestures, or computer-generated images of a sexual nature. 5. Spreading sexual rumors. 6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class. 7. Massaging, grabbing, fondling, stroking, or brushing the body. 8. Touching an individual's body or clothes in a sexual way. 9. Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex. 10. Displaying sexually suggestive objects. 11. Sexual assault, sexual battery, or sexual coercion 12. Electronic communications containing comments, words, or images described above. Any prohibited conduct that occurs off campus or outside of program-related or program sponsored activities will be regarded as sexual harassment in violation of EDCOE policy if it has a continuing effect on or creates a hostile school environment for the complainant or victim of the conduct. Reporting Process and Complaint Investigation and Resolution Any student who believes that he/she has been subjected to sexual harassment by another student, an employee, or a third party or who has witnessed sexual harassment is strongly encouraged to report the incident to his/her teacher, the principal, the program director, or any other available school employee. The school employee shall forward the report to the designated compliance officer identified in AR 1312.3. In addition, any school employee who observes an incident of sexual harassment involving a student shall, within one school day, report his/her observation to the program director or designee or a designated compliance officer. The employee shall take these actions, whether or not the alleged victim files a complaint. When a report or complaint of sexual harassment involves off-campus conduct, the program director or principal shall assess whether the conduct may create or contribute to the creation of a hostile school environment. If he/she determines that a hostile environment may be created, the complaint shall be investigated and resolved in the same manner as if the prohibited conduct occurred at school. When a verbal or informal report of sexual harassment is submitted, the program director, principal or compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with the district's uniform complaint procedures. Regardless of whether a formal complaint is filed, the program director, principal or compliance officer shall take steps to investigate the allegations and, if sexual harassment is found, shall take prompt action to stop it, prevent recurrence, and address any continuing effects. If a complaint of sexual harassment is initially submitted to the principal, he/she shall forward the report to the designated compliance officer to initiate investigation of the complaint. The compliance officer shall contact the complainant and investigate and resolve the complaint in accordance with law and district procedures specified in AR 1312.3. In investigating a sexual harassment complaint, evidence of past sexual relationships of the victim shall not be considered, except to the extent that such evidence may relate to the victim's prior relationship with the respondent. 2 In any case of sexual harassment involving the program director, the principal, compliance officer, or any other person to whom the incident would ordinarily be reported or filed, the report may instead be submitted to the Superintendent or designee who shall determine who will investigate the complaint. Confidentiality All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action. However, when a complainant or victim of sexual harassment notifies EDCOE of the harassment but requests confidentiality, the compliance officer shall inform him/her that the request may limit EDCOE's ability to investigate the harassment or take other necessary action. When honoring a request for confidentiality, EDCOE will nevertheless take all reasonable steps to investigate and respond to the complaint consistent with the request. When a complainant or victim of sexual harassment notifies EDCOE of the harassment but requests that EDCOE not pursue an investigation, EDCOE will determine whether or not it can honor such a request while still providing a safe and nondiscriminatory environment for all students.

Response Pending Investigation:

When an incident of sexual harassment is reported, the program director or designee, in consultation with the compliance officer, shall determine whether interim measures are necessary pending the results of the investigation. The program director/designee or compliance officer shall take immediate measures necessary to stop the harassment and protect students and/or ensure their access to the educational program. To the extent possible, such interim measures shall not disadvantage the complainant or victim of the alleged harassment. Interim measures may include placing the individuals involved in separate classes or transferring a student to a class taught by a different teacher, in accordance with law and EDCOE policy. The program director or designee should notify the individual who was harassed of his/her options to avoid contact with the alleged harasser and allow the complainant to change academic and extracurricular arrangements as appropriate. The program director or designee should also ensure that the complainant is aware of the resources and assistance, such as counseling, that are available to him/her. As appropriate, such actions shall be considered even when a student chooses to not file a formal complaint or the sexual harassment occurs off school grounds or outside school-sponsored or school-related programs or activities.

Notifications:

A copy of the El Dorado County Office of Education's sexual harassment policy and regulation shall: 1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year. (E.C. 48980; 5 CCR 4917) 2. Be displayed in a prominent location in the main administrative building or other area where notices of EDCOE rules, regulations, procedures and standards of conduct are posted. (E.C. 231.5) 3. A copy of EDCOE's sexual harassment policy and regulation shall be posted on the EDCOE website. 4. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester or summer session. (E.C. 231.5) 3 5. Appear in any EDCOE program or school publication that sets forth the program's` or EDCOE's comprehensive rules, regulations, procedures and standards of conduct. (E.C. 231.5) 6. Be included in the student handbook. 7. Be made available to employees and employee organizations.

Investigation of Complaints at School (Site-Level Grievance Procedure):

1. The principal or designee shall promptly investigate all complaints of sexual harassment. In so doing, he/she shall talk individually with: a. The student who is complaining. b. The person accused of harassment. c. Anyone who witnessed the conduct complained of. d. Anyone mentioned as having related information. 2. The student who is complaining shall have an opportunity to describe the incident, present witnesses and other evidence of the harassment, and put his/her complaint in writing. 3. The principal or designee shall discuss the complaint only with the people described above. When necessary to carry out his/her investigation or for other good reasons that apply to the particular situation, the principal or designee also may discuss the complaint with the following persons: a. The Superintendent or designee. b. The parent/guardian of the student who complained. c. If the alleged harasser is a student, his/her parent/guardian. d. A teacher or staff member whose knowledge of the students involved may help in determining who is telling the truth. e. Child protective agencies responsible for investigating child abuse reports f. Legal counsel for the El Dorado County Office of Education. 4. When the student who complained and the alleged harasser so agree, the principal or designee may arrange for them to resolve the complaint informally with the help of a counselor, teacher, administrator or trained mediator. The student who complained shall not be asked to work out the problem directly with the accused person unless such help is provided and both parties agree. 5. In reaching a decision about the complaint, the principal or designee may take into account: a. Statements made by the persons identified above. b. The details and consistency of each person's account. c. Evidence of how the complaining student reacted to the incident. d. Evidence of any past instances of harassment by the alleged harasser. e. Evidence of any past harassment complaints that were found to be untrue. 6. To judge the severity of the harassment, the principal or designee may take into consideration: a. How the misconduct affected one or more students' education. b. The type, frequency and duration of the misconduct. c. The number of persons involved. d. The age and gender of the person accused of harassment. e. The subject(s) of harassment. f. The place and situation where the incident occurred. 4 g. Other incidents at the school, including incidents of harassment that were not related to gender. 7. The principal or designee shall write a report of his/her findings, decision, and reasons for the decision and may present this report to the student who complained and the person accused. 8. The principal or designee shall give the Superintendent or designee a written report of the complaint and investigation. If the principal or designee verifies that sexual harassment occurred, this report shall describe the actions taken to end the harassment, address the effects of the harassment on the student harassed, and prevent retaliation or further harassment. 9. The principal or designee shall keep a record of any new information or incidents shall continue follow-up and enforcement's to protect victims. Enforcement The Superintendent or designee shall take appropriate actions to reinforce the County Office of Education's sexual harassment policy. As needed, these actions may include any of the following: 1. Removing vulgar or offending graffiti. 2. Providing staff in-service and student instruction or counseling. 3. Notifying parents/guardians of the actions taken. 4. Notifying child protective services. 5. Taking appropriate disciplinary action. In addition, the principal or designee may take disciplinary measures against any person who is found to have made a complaint of sexual harassment which he/she knew was not true.

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

In cooperation with teachers, students and parents/guardians, the site principal or designee shall establish school rules governing student dress and grooming which are consistent with law, Governing Board policy and administrative regulations. These school dress codes shall be regularly reviewed. The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process. Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action. Gang-Related apparel is defined as apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (E.C. 35294.2)The principal, staff and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. It is the responsibility of the school to create an environment which will enable the student to reach toward his/her highest potential and at the same time prepare him/her as a responsible citizen in the adult community which supports the educational environment. In order to create a safe and orderly learning environment Charter Alternative Programs has adopted the following dress guidelines: Any apparel, jewelry, accessory, school materials, or manner of grooming which by virtue of color, arrangement or any other attribute denoted membership in a gang is prohibited.

In order to discourage the influence of gangs, school staff shall take the following measures:

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

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

Charter Alternative Programs takes measures to ensure safe ingress and egress to and from the school for pupils, parents, and school employees. Safe ingress and egress will be maintained by periodic reviews of the procedures for ingress and egress. The school will ensure that all passageways to and from school buildings, corridors within school buildings and emergency exits remain clear of all obstruction to allow the flow of pedestrian and vehicular traffic. The school will also ensure that potential obstructions and hazards are removed from such areas. To achieve this goal, the school works closely with local law enforcement agencies and the city agencies to ensure that the school's immediate community is safe. A large majority of students arrive and leave school in private vehicles. Students should use the parking area located directly in front of their building. Crosswalks are provided for safe access from the main street to sidewalks and the parking area. Students walking to school should use the crosswalks and traffic signals provided along the main streets that run in front of school buildings. Pedestrians should also use the sidewalk to access school buildings rather than walking through the adjacent parking lots.

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

Component:

It is a priority of the administration and staff that every student who attends our schools will be provided with an environment in which the students not only feel physically safe, but also experience a positive school climate in all activities both in and out of the classroom. It also aligns with our LCAP goal which is to provide a nurturing and safe learning environment that is culturally responsive to all students.

We have made it an ongoing priority to continuously improve school culture, which benefits all students, and remains a key performance indicator for us and other alternative programs.

Our administration and staff desire to provide an orderly, caring and nondiscriminatory learning environment in which all students can feel comfortable and take pride in their school and their achievements.

Our administration encourages staff to teach students the meaning of equality, human dignity and mutual respect, and to employ learning strategies that foster positive interactions in the classroom among students from diverse backgrounds.

Students shall have opportunities to voice their concerns about school policies and practices and to share responsibility for solving problems that affect their school. Staff shall encourage and reward success and achievement, participation in school, and positive student conduct.

Our school promotes and encourages attitudes and behaviors that foster harmonious relations, including conflict resolution (California Education Code Sections 32228 – 3228.6, 35160, 35160.1, 44806).

Element:

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

Opportunity for Improvement:

Expand the network of community members and resources who impact children to ensure students have access to individuals and information that can serve their immediate and longterm needs.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Improve Stakeholder Engagement	Expand use and frequency of communication with Stakeholders- e.g., Parent Square, Surveys, Etc. Build staff , Provide professional development and training	Parent Square, Professional Development days, EDCOE Training's	Principals	Stakeholder Surveys

Component:

Physical Environment

Element:

Security-related maintenance and improvements.

Opportunity for Improvement:

Lighting, communication, outreach

Objectives	Action Steps	Resources	Lead Person	Evaluation
Increase access to and involvement of outside law enforcement	Enlist local law enforcement to increase driveby security checks. Maintain open dialog and frequent contact to improve access to immediate resources when needed.	Landlord	Principal / Assistant Principal / Facilities Director	Stakeholder Surveys, Reduction in related incidents.
Increase communication	Expand electronic communication system to include other campuses.	IT Department and Administration	Executive Director	Installation Professional Development of staff in use of new systems. Communication with all stakeholders regarding new systems

Component:

Social Environment

Element:

Develop a school culture based on mutual respect and collegiality

Opportunity for Improvement:

Create stronger relationships between students and staff through mental health education and school events and community outreach.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Build stronger relationships between students and staff.	Provide resources and counseling to help students navigate the complex emotional and social dynamics of a school environment.	Hire mental health counselor to be onsite during school hours, notify students and families of mental health resources in the community.	Executive Director	Stakeholder Surveys
Create a more positive school culture.	Developing and implement PBIS / MTSS and Restorative practices. Provide professional development (on-going).	EDCOE training, Conferences, Release Time.	Program Leads	Stakeholder Surveys

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

Charter Alternative Program (CAP) Student Conduct Code

Students will comply with all federal, state and local laws, school policies and procedures and school regulations, and will conduct themselves in a manner that reflects the common courtesies of decency, morality, cleanliness, honesty, and respect for the rights and in any way may experience disciplinary consequences based on the California Education Code.

Conduct Code Procedures

Behavioral and academic policies and guidelines are reviewed with students and guardians at intake meetings and as needed throughout the year, and are provided in our Student and Parent Handbook.

(J) Hate Crime Reporting Procedures and Policies

Board Policy 5280 - The Governing Board affirms the right of every student to be protected from hate motivated behavior. It is the intent of the Board to promote harmonious relationships that enable students to gain a true understanding of the civil rights and social responsibilities of people in our society. Behavior or statements that degrade an individual on the basis of his/her race, ethnicity, culture, heritage, gender, sexual orientation, physical/mental attributes, religious beliefs or practices shall not be tolerated. Any student who feels that he/she is a victim of hate-motivated behavior should immediately contact a school employee. If the student believes that the situation has not been remedied by the principal or designee, he/she may file a complaint in accordance with complaint procedures. Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the principal, Superintendent or designee, and law enforcement, as appropriate. Students demonstrating hate-motivated behavior shall be subject to discipline in accordance with Board and Superintendent policies and Administrative Regulations. The Superintendent or designee may provide appropriate training to recognize hate motivated behavior and methods for handling such behavior in appropriate ways. The County Office of Education may provide age-appropriate instruction to help promote understanding of and respect for human rights. At the beginning of each school year, students shall receive a copy of the Policy on hate-motivated behavior. EDUCATION CODE 200-262 Prohibition of discrimination on the basis of sex 33025 Hate violence defined 48900.3 Suspension for hate violence PENAL CODE 186.21 Street terrorism; legislative findings and declarations 422.6-422.95 Civil Rights 11410-11414 Terrorism 13023 Reports by law enforcement of crimes motivated by race, ethnicity, religion, sexual orientation or physical or mental disability.

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

Procedures for Preventing Acts of Bullying and Cyber-bullying

The El Dorado County Superintendent of Schools "Superintendent" and the County Board of Education referred to jointly as the El Dorado County Office of Education, "EDCOE", or "County Office", recognize 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. County Office of Education employees shall establish student safety as a high priority and shall not tolerate bullying of any student. No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel. Cyber bullying includes the 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. Cyber bullying 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 bullying prevention and intervention shall be developed with involvement of key stakeholders in accordance with law, Board policy, and administrative regulation governing the development of comprehensive safety plans and shall be incorporated in to such plans.

Bullying Prevention

To the extent possible, school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying. Students may be provided with instruction, in the classroom or other educational settings, that promote 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. Based on an assessment of bullying incidents at school, the County Office may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and other areas as appropriate. Intervention Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously. School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so. As appropriate, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators. He/she also may involve school counselors, mental health counselors, and/or law enforcement. Complaints and Investigation Students may submit to a teacher or administrator a verbal or written complaint of conduct they consider to be bullying. Complaints of bullying shall be investigated and resolved in accordance with site-level grievance procedures specified in Superintendent Policy AR 5260 – Sexual Harassment. When a student is reported to be engaging in bullying off campus, the County Office shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student’s educational performance. When the circumstances involve cyber bullying, individuals with information about the activity shall be encouraged to save and print and electronic or digital messages sent to them that they feel constitute cyber bullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed. Board Policy 5208.1 will be followed.

Discipline

Any student who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with County Office policies and regulations.

Prevention/Intervention

The El Dorado County Office of Education expects students and/or staff to immediately report incidents of bullying to the principal or designee. Staff who witness such acts take immediate steps to intervene when safe to do so. Each complaint of bullying will be promptly investigated. This policy applies to students on school grounds, while traveling to and from school or a school-sponsored activity, during the lunch period, whether on or off campus, and during a school-sponsored activity.

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously. School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so (Education Code 234.1). As appropriate, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators. He/she also may involve school counselors, mental health counselors, and/or law enforcement.

The procedures for intervening in bullying behavior include, but are not limited, to the following:

- All staff, students and their parents will receive a summary of this policy prohibiting intimidation and bullying: at the beginning of the school year, as part of the student handbook and/or information packet, as part of new student orientation, and as part of the school system’s notification to parents.
- The school will make reasonable efforts to keep a report of bullying and the results of investigation confidential.
- Staff who witness acts of bullying shall take immediate steps to intervene when safe to do so. People witnessing or experiencing bullying are strongly encouraged to report the incident; such reporting will not reflect on the target or witnesses in any way.

Complaints and Investigation

Students may submit to a teacher or administrator a verbal or written complaint of conduct they consider to be bullying. Complaints of bullying shall be investigated and resolved in accordance with site-level procedures.

When a student is reported to be engaging in bullying off campus, the principal or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

When the circumstances involve cyber bullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages sent to them that they feel constitute cyber bullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the principal or designee also may file a complaint with the Internet site or service to have the material removed.

Every student is entitled to a safe school environment free from discrimination, harassment, intimidation, and bullying. EDCOE prohibits bullying. This includes, but is not limited to, discrimination, harassment, intimidation and bullying based on the actual or perceived characteristics set forth in Penal Code section 422.55 and Education Code section 220, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics.

School personnel must immediately intervene if they witness an act of discrimination, harassment, intimidation or bullying, provided it is safe to do so. Acts of discrimination or bullying should be brought to the attention of the principal. Students may make an anonymous complaint by contacting the principal. If there is sufficient corroborating information, EDCOE will commence an investigation. Complaints of bullying or discrimination will be considered confidential. However, it may be necessary to disclose certain information in order to effectively investigate. Students who violate the policies on bullying or discrimination may be subject to discipline, including suspension and expulsion. EDCOE prohibits retaliation against individuals who make complaints of bullying or provide information related to such complaints.

Charter Alternative Programs strictly prohibits the transmission of any material in violation of any federal or state laws, including, but not limited to threatening or obscene material, issuing terrorist threats, advertisement, purchasing or selling of products or services, pornography, unethical or illegal solicitation, racism, sexism, inappropriate language, entering chat groups while at school in addition to the network system use is not private. Any transmitted, created, or transferred items, including but not limited to electronic mail can be read and monitored by the system administrator. Messages related to, or in support of, illegal activities are reported to authorities.

Safety Plan Review, Evaluation and Amendment Procedures

The Charter Alternative Programs safety plan will be reviewed each year by the Principal, staff, and advisory panel or School Site Council members. Each element will be evaluated for clarity, completeness and practicality of usefulness. In addition input from local police, fire and safety agencies will be solicited. All recommendations for amendments will be recorded and will be processed by the school Safety committee. School staff students, family members, and related local agencies will be notified immediately of any changes in the Safety Plan.

Safety Plan Appendices

Emergency Contact Numbers

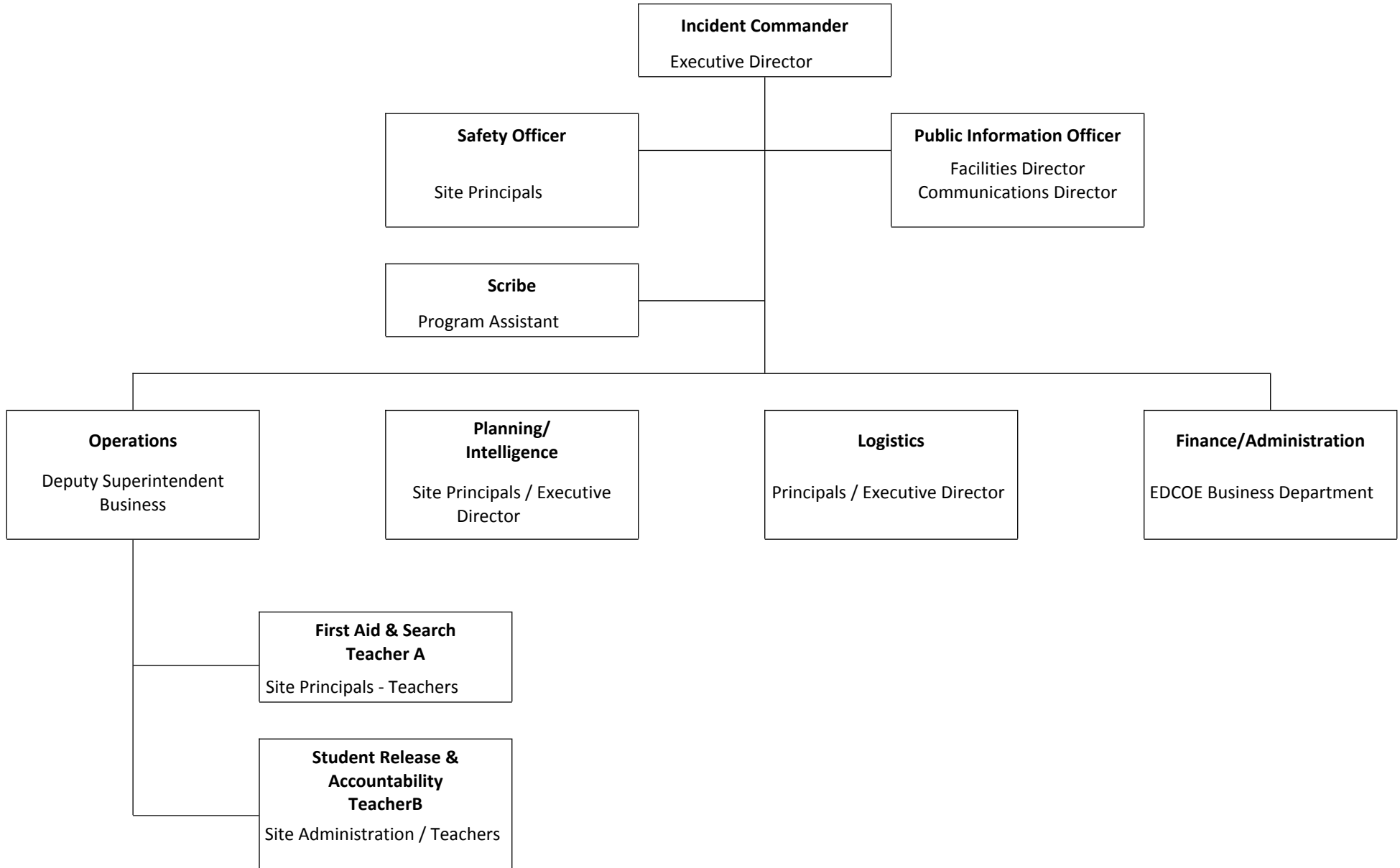
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	El Dorado County Sheriff	530-621-5655	911
Law Enforcement/Fire/Paramedic	Diamond Springs Fire Dept	530-626-3190	911
Public Utilities	PG&E	800-743-5000	
Law Enforcement/Fire/Paramedic	El Dorado County Sheriff	(530) 621-6600	911
Local Hospitals	Marshall Hospital	(530) 622-1441	
School District	FLC College (adjacent)	(530) 642-5645	
School District	Indian Creek Elementary (adjacent)	(530) 626-0765	

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)
Safety and Wellness Committee Meeting re Public Works Training updates; Catapult safety alerts update for email and text notifications, site safety teams; speaker display units have been installed in every office on the EDCOE campus, and main restrooms; Sheriff's department is working to identify anyone on campus after school hours to ensure a safe campus.	8/9/18, 3-4pm	Conf. Rm B-3
Safety & Wellness Committee Meeting re Focus on wellness awareness for employees; flu vaccines were given October 2018	11/14/18, 3-4pm	Conf. Rm. B-3
Site Council	2/14/19, 2:45-4:15pm	J Bldg

Charter Alternative Program (CAP) 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:

Management

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

Planning & Intelligence

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

Operations

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

Logistics

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

Finance & Administration

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

Emergency Response Guidelines

Step One: Identify the Type of Emergency

Step Two: Identify the Level of Emergency

Step Three: Determine the Immediate Response Action

Step Four: Communicate the Appropriate Response Action

Types of Emergencies & Specific Procedures

Aircraft Crash

When an airplane crash occurs and the impact scatters debris into a classroom, students and teachers should immediately take cover under their desks.

Follow established emergency communication procedures, including notifying 911.

The school's administrator or other office personnel will call the local fire department or other emergency agencies.

Assist any injured people requiring first-aid treatment.

When the initial phase of the crash has ended, teachers and students should evacuate the building by following the normal evacuations procedures. If normal evacuations routes are blocked, alternate routes should be used.

Assist any persons who have physical problems evacuating the building. When outside the building, each class moves quickly to a pre-designated location near the school. Possible alternative evacuation sites include Indian Creek Elementary School or Green Valley Church.

The teacher shall maintain control over the students for which he or she is responsible. School or EDCOE staff will go directly to entrances on the school site to direct all non-emergency traffic away from the buildings. Keep fire lanes, streets and walkways open for emergency responders.

School administration will follow the established district communication procedures and will then monitor the emergency situation and make decisions about moving groups of students away from areas that might be dangerous.

Stay in assembly area and account for all personnel and students.

Do not return to buildings until authorized by the fire department or principal.

Wait further information from first responders

If appropriate, direct students out of the classroom immediately and report to designated evacuation location. If there is a blockage or it is not safe to get to the primary location, take students to an alternate site. Once at the location, account for all students and staff. No one may re-enter the buildings until administration issues the all clear.

EMERGENCY PROCEDURES

*Unordinary incident is witnessed (suspect individual on campus, smoke, threat, etc.)

*Report "New Incident" in Catapult Emergency Management System (EMS) by one of three ways:

*Call County Superintendent's Office (530) 295-2229

*Site Safety Team member will initiate "New Incident" in Catapult EMS

*Initiate "New Incident" on mobile device (voluntary)

*Initiate "New Incident" on desktop computer at <https://catapultems.com>

*Site safety team evaluates incident

*"Resolve Incident" in Catapult EMS if no threat is detected

*"Code Yellow" – situation alert, updates to follow

*“Code Red” – situation confirmed, updates and instructions provided through Catapult

*El Dorado County Office of Emergency Services alerted via Catapult and phone call

*All EDCOE team members notified via text and email through Catapult EMS (sample language on Page 7)

*EDCOE main campus Mitel paging system:

- Pickup handset
- To make an announcement over the speakers in J, K, and L:
- Dial *7001 from any Mitel desk phone
- Wait for the tone and then speak. Hang up the phone when finished.

Animal Disturbance

Follow established emergency communication procedures, including notifying 911.

The school’s administrator or other office personnel will call the local fire department or other emergency agencies.

Assist any injured people requiring first-aid treatment.

The teacher shall maintain control over the students for which he or she is responsible. School or EDCOE staff will go directly to entrances on the school site to direct all non-emergency traffic away from the buildings. Keep fire lanes, streets and walkways open for emergency responders.

School administration will follow the established district communication procedures and will then monitor the emergency situation and make decisions about moving groups of students away from areas that might be dangerous. Shelter in place until campus has been cleared.

Await further information from first responders

EMERGENCY PROCEDURES

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The EDCOE ALL CLEAR will be given by Emergency Services or Administrators when it is safe.

Armed Assault on Campus

Follow established emergency communication procedures, including notifying 911.

Go into Lock Down.

Wait further information from first responders.

EMERGENCY PROCEDURES

ANY STAFF MEMBER MAY INITIATE A LOCK DOWN.

EL DORADO COUNTY OFFICE OF EDUCATION

If you observe a situation that presents a safety issue where a lock down is needed:

First- Dial 911 Emergency Services. Provide as much detail as you can.

Second- Dial "O" and report incident to Front Desk. Provide as much detail as you can.

Third- Report to your Supervisor, if safe to do so. You become the Incident Point person.

INCIDENT MANAGEMENT

Front Desk will announce to all by walkie-talkie that a lock down is in effect and will locate an administrator on duty. This administrator becomes the Incident Administrator in charge. Fire alarms will not be used for LOCKDOWN notification. All buildings go into lock down when a lock down is called.

Red Emergency Handbooks are available for Incident Administrator reference.

Any staff member may utilize the digital speaker system to notify all staff in Buildings J, K, & L at Charter College & Career Prep that a lockdown is in effect by inputting a 4-Digit code. (This same speaker system has been approved and will be installed shortly for our programs at our Charles Brown location.)

Incident Administrator Primary Duties:

Ensure that communication on lock down is going to ALL Green Valley site buildings

Ensure that emergency personnel have been summoned and inform them he/she is prime contact for communications with emergency services along with the program that is the focus of the incident.

Establish initial communication with Incident Point, determine how they will communicate and maintain ongoing communication with the Incident Point.

Point person contact Incident Command ASAP.

Determine if surrounding entities (neighbors, church, etc.) should be alerted.

Provide updates on situation as appropriate to all under lock down.

Public safety authorities will notify Incident Administrator when it is safe to resume normal operation or evacuate. "All Clear" or "Evacuate" notification will be given ONLY by Incident Administrator.

After "All Clear"/"Evacuation", confirm with Unit Leads to insure everyone is accounted for and log any missing. Obtain medical attention or other types of support needed.

Prime contact for media and questions

Biological or Chemical Release

Call 911

Shelter in Place and close the school. Activate the school's emergency plan. Follow reverse evacuation procedures to bring students, faculty and staff indoors. If there are visitors in the building, provide for their safety by asking them to stay – not leave. When authorities provide directions to shelter-in-place, they want everyone to take those steps immediately, where they are, and not drive or walk outdoors.

Follow established emergency communication procedures. Provide for answering telephone inquiries from concerned parents by having at least one telephone with the school's listed telephone number available in the room selected to provide shelter for the school secretary, or person designated to answer these calls. If the school has voicemail or an automated attendant, change the recording to indicate that the school is closed, and that students and staff are remaining in the building until authorities advise that it is safe to leave. There should be a way to communicate among all rooms where people are sheltering-in-place in the school. Provide for a way to make announcements over the school-wide public address system from the room where the top school official takes shelter.

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Close all windows and doors. If you are told there is danger of explosion, direct that window shades, blinds or curtains be closed.

Turn off the HVAC system

The School will send out communications through Parent Square to keep parents updated on the situation.

Wait for further information from First Responders.

Bomb Threat/ Threat Of violence

Follow established emergency communication procedures, including notifying 911.

EL DORADO COUNTY OFFICE OF EDUCATION

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Point person contact Incident Command ASAP.

Determine if surrounding entities (neighbors, church, etc.) should be alerted.

Provide updates on situation as appropriate to all under lock down.

Public safety authorities will notify Incident Administrator when it is safe to resume normal operation or evacuate. "All Clear" or "Evacuate" notification will be given ONLY by Incident Administrator.

After "All Clear"/"Evacuation", confirm with Unit Leads to insure everyone is accounted for and log any missing. Obtain medical attention or other types of support needed.

Prime contact for media and questions

Bus Disaster

We do not offer bus transportation.

Disorderly Conduct

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Prime contact for media and questions

Earthquake

Earthquake

Assume DUCK, COVER, HOLD position away from windows, glass, bookcases, file cabinets, light fixtures, etc. o Stay under cover until shaking stops then follow evacuation procedures o ff outside move away from utility poles, propane tanks, gas lines and other hazards

Maintain status until administration issues all clear

Follow established emergency communication procedures, including notifying 911.

Earthquake Drill Procedures

Drop/cover/hold-on

- Principal/designee announces to drop to the ground and take cover.
- Students and staff take cover by getting under a desk or table.
- Hold on until the all clear signal is announced.
- Evacuate only if directed.

Specific Steps for the Drill

Via the public announcement (PA) system, alarms, or verbal direction (in the event of a real earthquake, the signal will be the beginning of the shaking itself):

- a. Announce that the earthquake drill has begun and to drop, cover, and hold on.
- b. Suggest that while dropping under a sturdy desk or table, students and teachers should look around at what could be falling on them in a real earthquake. These items should be secured or moved after the drill.
- c. After at least one minute, announce that the shaking is over.
- d. Based upon your school disaster plan, have teachers, students, and staff follow school evacuation procedures according to the school disaster plan.
- e. When the shaking has stopped (or when the all clear bell rings) IMMEDIATELY and before teachers exit their rooms, take ten seconds to look around, make a mental note of damage and dangers, check to see if any students are injured. If immediate help can be given to open airway, stop serious bleeding, or put out a small fire, do so. Ask responsible students to assist lightly injured people. Non- ambulatory injured people should be reassured and asked to wait for treatment where they are, unless it is more dangerous to remain in place.
- f. Teachers take classroom roll books and emergency kits to the evacuation area. Make sure these items stay with the person actually escorting the class to the Emergency Assembly Area (EAA).
- g. Staff should use the buddy system. Classes should exit in pairs with one teacher in front and one in the back. Take a few seconds to check briefly with the teacher in the classroom to the left, to the right, and across the hall to see if they are in need of assistance.
- h. In the absence of an instructional assistant, teachers need to be prepared to take the class of a colleague while that teacher assists with any injuries or in the duties assigned to them. Escort class(es) to their designated place in the EAA.
- i. Use the suggested routes on your evacuation map, or alternate route if your route is blocked or unsafe.
- j. Everyone is to stay together and quickly and quietly evacuate following four Evacuation Rules: Don't talk. Don't push. Don't run. Don't turn back.
- k. Select two responsible monitors to lead, carefully checking that the evacuation route is clear. You bring up the rear, seeing that everyone is together.
- l. Check that exit routes are clear. Move directly away from the building when exiting. Students should cover their heads with their bags or books. Do NOT use elevators.

*EDCOE team members updated with new information until incident has been resolved.

Explosion or Risk Of Explosion

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Point person contact Incident Command ASAP.

Determine if surrounding entities (neighbors, church, etc.) should be alerted.

Provide updates on situation as appropriate to all under lock down.

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Prime contact for media and questions

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Fire in Surrounding Area

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Prime contact for media and questions

Fire on School Grounds

Shelter in place until fire location has been identified.

Wait for direction from local Fire Agency for evacuation routes.

Follow established emergency communication procedures, including notifying 911.

Wait further information from first responders

EMERGENCY PROCEDURES

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*EDCOE main campus Mitel paging system:

- Pickup handset
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- Wait for the tone and then speak. Hang up the phone when finished.

*EDCOE team members updated with new information until incident has been resolved

Flooding

Follow established emergency communication procedures, including notifying 911.

If in immediate danger, move to higher ground.

Wait further information from Fire and Law Enforcement.

Direct students out of the classroom immediately and report to designated evacuation location. Be sure that no students or staff remain in the classroom. If there is a blockage or it is not safe to get to the primary location, take students to an alternate site. Once at the location, account for all students and staff. No one may re-enter the buildings until administration issues the all clear.

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*EDCOE team members updated with new information until incident has been resolved.

Loss or Failure Of Utilities

Immediately contact facilities regarding issue, and wait for an update on service restorer or work with Executive Director for further instruction.

Prepare to send out a Parent Square message to all families and staff notifying the status as well as whether the campus will close after consulting with EDCOE emergency communications team and/or emergency services. Students may have to be picked up early, or avoid coming to school until utilities are restored.

Motor Vehicle Crash

Follow established emergency communication procedures, including notifying 911. Stay calm, speak clearly and state your emergency. Be prepared to provide your name and the address of the emergency. Answer all questions and stay on the line until dispatch directs you to disconnect.

Contact the main office with details as soon as it is safe to do so.

Ensure the safety of students and staff.

Ensure the safety of vehicle passengers.

Have staff direct emergency services to the location.

Prepare to send out a Parent Square message to all families and staff notifying the status as well as whether the campus will close after consulting with EDCOE emergency communications team and/or emergency services.

Psychological Trauma

If you have an emergency situation call 911.

Stay calm, speak clearly and state your emergency. Be prepared to provide your name and the address of the emergency. Answer all questions and stay on the line until dispatch directs you to disconnect.

Contact the main office with details as soon as it is safe to do so. Direct students to a safe place immediately to ensure that no students or staff are at risk of danger.

If necessary, send out a Parent Square message informing families and staff as appropriate.

Follow established emergency communication procedures, including notifying 911.

Suspected Contamination of Food or Water

Secure, prevent access to and/or use of contaminated food or water source(s).

Follow emergency communication protocols, as appropriate per the situation.

Prepare to send out a Parent Square message to all families and staff notifying that the campus is or may be closed due to contamination of food/water. Students may have to be picked up early or avoid coming to school until the contamination issue is resolved.

Provide alternate food or water source.

Tactical Responses to Criminal Incidents

EL DORADO COUNTY OFFICE OF EDUCATION

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Ensure that emergency personnel have been summoned and inform them he/she is prime contact for communications with emergency services along with the program that is the focus of the incident.

Establish initial communication with Incident Point, determine how they will communicate and maintain ongoing communication with the Incident Point.

Point person contact Incident Command ASAP.

Determine if surrounding entities (neighbors, church, etc.) should be alerted.

Provide updates on situation as appropriate to all under lock down.

Public safety authorities will notify Incident Administrator when it is safe to resume normal operation or evacuate. "All Clear" or "Evacuate" notification will be given ONLY by Incident Administrator.

After "All Clear"/"Evacuation", confirm with Unit Leads to insure everyone is accounted for and log any missing. Obtain medical attention or other types of support needed.

Prime contact for media and questions

Unlawful Demonstration or Walkout

- Administrators or staff members should accompany students and supervise them and remain in contact with district administration and local law enforcement if needed
- Offer (or provide) students a safe place on your campuses such as athletic fields or courtyard areas to conduct their event
- Remind students that they will be responsible for any classwork missed during demonstrations
- Refrain from automatically issuing disciplinary consequences for leaving class for peaceful protest alone, unless there are clear Ed Code violations for other behaviors that take place during the demonstration (e.g. vandalism, violence, etc.)
- Plan ahead by designating staff to supervise protesting students as well as staff who will continue instruction for those students who choose not to participate. No student should be pressured to go along with the protest. They have a right to an education during all hours they are at school. An adult must be present in any classroom with

students.

- Keep your students with special needs in consideration to help them feel safe and part of the process if they choose.
- A good approach to discussions is to pose open-ended questions that allow a variety of voices to be heard--consider establishing norms or ground rules to keep class discussions respectful
- Content must be age-appropriate (not extremely graphic or disturbing to young audiences)
- The lesson should be connected in some way to the subject-area standards of the class (e.g., math, PE, science, etc.)
- Materials provided should be fact-based and/or balanced with opposing viewpoints
- Adults should avoid making statements that could be construed as attempting to persuade students to adopt their own [educators'] personal political views
- Keep an eye out for students who become upset and/or distraught and provide appropriate support

Send out a Parent Square message to all families and staff explaining the situation and provide any updates.

Emergency Evacuation Map



EL DORADO COUNTY
OFFICE OF EDUCATION

Superintendent - Dr. Ed Manansala

Evacuation Map

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