

# Comprehensive School Safety Plan

## 2023-2024 School Year

**School:** Yuba Environmental Science (YES) Charter Academy  
**CDS Code:** 58105870117242  
**District:** Yuba Environmental Science Charter Academy  
**Address:** 9841 Texas Hill Rd-0430  
Oregon House, CA 95962  
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- with Staff 2-23-2023  
- with Law Enforcement 2-23-2023  
- with Fire Authority 2-23-2023

**Approved by:**

Name	Title	Signature	Date
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### **Comprehensive School Safety Plan Purpose**

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

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

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

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

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

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

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

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

<https://yescharteracademy.org/ycoe-compliance/>

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

### **Safety Plan Vision**

The safety plan vision of YES Charter Academy is to be proactive in the development of strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on the school campus. It provides guidance and direction to administrators, faculty, and staff who have Emergency Management Responsibilities (EMR). The Emergency Response Plan, along with the School Comprehensive Safe School Plan shall be used during an emergency incident involving YES Charter Academy. The plan details the flow of command from the superintendent to the campus level. YES Charter Academy is committed to providing a safe learning environment that supports academic achievement. School safety is an issue that requires collaboration between the school, emergency response agencies, parents and the community. This is an ongoing effort to work with all staff for the safety of our students.

### **Components of the Comprehensive School Safety Plan (EC 32281)**

#### **Yuba Environmental Science (YES) Charter Academy Safety Committee**

The YES Charter Academy Safety Committee reports to the YES Council of Directors at regularly scheduled monthly meetings. Pamela Cook leads the Safety Committee. Members are Debra Campbell and Louise Miller.

#### **Assessment of School Safety**

A physical survey of the campus for hazardous conditions will be performed each year under the direction of the Site Administrator of Designee. All staff members will report any hazardous conditions within his/her classroom or office space immediately. The annual physical assessment showed improvement in conditions and procedures, and the need for continued vigilance in the use of cones, caution tape, and barriers around campus improvement projects. The emotional climate assessment showed there are increased social/emotional needs for students' emotional safety on campus. The school is responding by researching tools for self-regulation to implement, as well as increased counseling services.

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

YES Charter Academy provides a small school, environmental science based setting with many opportunities for outdoor learning. We promote self-regulation and problem solving skill using Positive Behavior Intervention and Supports (PBIS), The Nurtured Heart Approach (NHA), and Growth Mindset to support social emotional resilience in students. Our campus is equipped with interior and

exterior cameras. We have a collaboration with the Sheriff's department and the local volunteer fire department, often the first responders.

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

YES Charter Academy has the responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse. Reasonable suspicion means that is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect, physical, sexual, or emotional abuse.

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage based on evidence of severe anxiety, depression, withdrawn, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency.

Employees who are mandated reporters are obligated to report all known or suspected incidences of child abuse and neglect. The reporting duties of mandated reporters are individual and cannot be delegated to another person. Mandated reporters shall not investigate any suspected incidents, but rather shall cooperate with agencies responsible for investigating and prosecuting cases of child abuse and neglect.

Child abuse or neglect includes the following:

1. A physical injury inflicted by other than accidental means on a child by another person
2. Sexual abuse of a child as defined in Penal Code 11165.1
3. Neglect as defined in Penal Code 11165.2
4. Willful harming or injuring of a child or the endangerment of the person or health of a child 5. Unlawful corporal punishment or injury Child abuse or neglect does not include:
  1. A mutual affray between minors
  2. An injury caused by reasonable or necessary force used by a peace officer acting within the course and scope of his/her employment
  3. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect health and safety of students, or maintain proper and appropriate conditions conducive to learning.
  4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of the student.
  5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the student.

**Initial Telephone Report**

In cases of suspected child abuse or neglect, the principal or designee is notified immediately. As soon as practically possible, a report is made by telephone to Child Protective Services and the police department. When the report is made, the reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received. The phone number for CPS is (530) 749-6288.

**Written Report**

Within 24 hours of receiving the information concerning the incident, the mandated reporter shall prepare and send to CPS a written report that includes the completed Department of Justice form. Forms are located in the school administrative office. Send forms to 5730 Packard Avenue, Marysville, CA 95901 and a copy to human resources.

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

**Disaster Plan (See Appendix C-F) LEVELS OF EMERGENCIES:** Level One Emergencies o A localized emergency that school site and/or facility personnel can manage by following their own emergency plan. Example: Power outage, campus disorder, student injured

Level Two Emergencies o A moderate to severe emergency, somewhat beyond YES Charter personnel response capability, which may require mutual aid assistance from the fire department, sheriff's department, etc.

Example: Fire, bomb threat, intruder on campus.

Level Three Emergencies o A major disaster that requires mutual aid assistance; recovery time is extensive and response time may be delayed or impaired PLAN IMPLEMENTATION:

The Emergency Response Plan will be:

- \* Initiated by the Site Administrator or Designee;
- \* Implemented requiring the support of all staff who are mandated to remain on site and perform their assigned duties until released;
- \* Reviewed annually for modifications
- \* Submit for approval by YES Charter Academy Safety Committee and then the YES Council of Directors by March 1 of each year.

HAZARD ASSESSMENT:

A physical survey of the campus for hazardous conditions will be performed each year under the direction of the Site Administrator or Designee. All staff members will report any hazardous conditions within his/her classroom or office space immediately.

STAFF TRAINING:

Understanding training is the most effective way to ensure a safe response to natural or man-caused disasters, all certificated and classified staff will review the safety plan annually and discuss the responsibilities set forth in the Emergency Response Plan.

EMERGENCY DRILLS:

In accordance with state law:

- \* Drills will be initiated by announcement or uniform bell.
- \* Fire drills will be conducted twice annually..
- \* "Drop, Cover, and Hold" drills will be held twice per year

#### **Public Agency Use of School Buildings for Emergency Shelters**

Public agencies may use school buildings for emergency shelters when necessary. The requests will be made through the office the principal/superintendent on a case-by-case basis.

#### **(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines**

Students may be suspended for violations of CA State Education Code Sections 48900, 48900, 2 subsections and 48915. Suspension is the temporary removal of a pupil from regular classroom instruction or from school as initiated by a teacher or administrator. A teacher may suspend any pupil from his or her class for the remainder of the day and the following day. A teacher may also refer a student to the principal or designee for consideration of a suspension from the school. The principal/superintendent or principal's designee may suspend a pupil from the school for not more than five consecutive days unless the suspension is extended pending expulsion.

Expulsion

Expulsion is the removal of a pupil from enrollment in the school as ordered by the Superintendent. Pupils can be expelled only for those reasons for which they can also be suspended.

#### **LEVEL FOUR DISCIPLINE - MANDATORY EXPULSION**

The principal or superintendent of schools shall immediately suspend and shall recommend for expulsion of a pupil if he/she determines that the student committed any of the following acts at school or at a school activity:

Firearm: 48915 (c)(1) Possessing, selling, or otherwise furnishing a firearm.

Knife: 48915 (c)(2) Brandishing a knife at another person

Controlled Substance: 48915 (c)(3) Unlawfully selling a controlled substance

Sexual Assault/Battery: 48915 (c)(4) Committing or attempting to commit sexual assault Explosive:

4815 (c)(5) Possession of an explosive

#### **LEVEL THREE DISCIPLINE - Quasi Mandatory Expulsion**

The principal or the superintendent of schools shall recommend the expulsion/suspended expulsion contract of a pupil for any of the following acts committed at school or school activities, unless the principal or superintendent finds that the expulsion/suspended

expulsion contract is inappropriate, due to a particular circumstance. This must be documented in writing. Serious Physical Injury: 48915 (a)(1) Causing serious physical injury to another person, except in self-defense.  
Knife, Explosive or Dangerous Object: 48915 (a)(2) & 48900 (b) Possession of a knife or other dangerous object of no reasonable use to the pupil.  
Controlled Substance: 48915 (a)(3) & 48900 (c) Unlawful possession of any controlled substance listed in Chapter 2, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis  
Robbery or Extortion: 48915 (a)(4) Robbery or extortion  
Assault or Battery: 48915 (a)(5) Assault or battery upon any school employee

#### LEVEL TWO DISCIPLINE - Mandatory Suspension

Under these circumstances, because they are considered particularly disruptive to the educational environment, policy requires a minimum three day suspension.

The principal shall recommend suspension of a pupil for any of the following acts committed at school or a school activity. If the principal recommends expulsion of a suspended expulsion contract, he/she must find that 1) other means of correction have failed or not feasible, or 2) due to the nature of the violation, the presence of the pupil causes a continued danger to the physical safety of the other students:

Physical Injury to Another: 48900 (a)(1) Caused, attempted to cause, or threatened to cause physical injury to another person  
Force or Violence Upon Another: 48900 (a)(2) Willfully used force or violence upon the person of another, except in self-defense  
Dangerous Object: 48900 (c) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object  
Controlled Substance: 48900 (c) Unlawfully possessed, used, sold, or otherwise furnished or been under the influence of any controlled substance, alcohol beverage, or an intoxicant of any kind  
Drugs/Alcohol: 48900(d) Unlawfully offered, arranged, or negotiated to sell any controlled substance, and alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid substance or material and represented the liquid or substance material as a controlled substance, alcoholic beverage, or intoxicant  
Robbery or Extortion: 48900 (e) Committed or attempted to commit robbery or extortion  
Drug Paraphernalia: 48900 (j) Unlawfully possessed or unlawfully offered, arranged or negotiated to sell any drug paraphernalia  
Imitation Firearm: 48900 (m) Possessed an imitation firearm . . . "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  
Sexual Assault: 48900 (n) Committed or attempted to commit a sexual assault  
School Discipline Witness: 48900 (o) Harassed, threatened or intimidated a pupil who is complaining witness or a witness in a school disciplinary proceeding for the purpose of either prevention that pupil from being a witness or retaliating against that pupil for being a witness or both  
Soma (prescription drug): 48900 (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug, Soma Aides of Abets Physical Violence  
48900 (t) A pupil who aids or abets the infliction or attempted infliction of physical injury to another person, (but, per Education Code, expulsion may not be imposed unless the student is adjudged guilty in juvenile court)  
Sexual Harassment: 48900.2 Harassment must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment  
Hate Violence: 48900.3 Pupil has caused, attempted to cause, threatened to cause, or participated in an act of hate violence as described in section 233  
Harassment: 48900.4 Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils  
Community Service on School Grounds: 48900.6 The principal or designee may require a pupil to perform community service on school grounds  
Terrorist Threats: 48900.7 Any student, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars, with the specific intent that the statement is to be taken as a threat, even if there is no intent to actually carrying it out

#### LEVEL ONE DISCIPLINE - Permissive Suspension

Under these circumstances, policy permits discipline short of suspension on a minor first offense. The principal may recommend suspension of a pupil for any of the following acts committed at school or a school activity. If the principal recommends expulsion or

a suspended expulsion contact, he/she must first find that 1) other means of correction have failed or not feasible, or 2) due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of other students:

Damage to School/Property: 48900 (f) Caused or attempted to cause damage to school or private property

Stole School/Private Property: 48900 (g) Stolen or attempted to steal school property or private property

Tobacco or Nicotine Products: 48900 (h) Possessed or used tobacco, or any products containing tobacco or nicotine products including cigarettes, cigars, smokeless tobacco, snuff, chew packets

Obscene Act of Habitual Profanity: 48900 (i) Committed an obscene act or engaged in habitual profanity or vulgarity

Disruption of School Activities or Defiance of School Personnel: 48900 (k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other personnel engaged in the performance of their duties

Received Stolen School Property: 48900 (l) Knowingly received stolen school property or private property

Hazing: 48900 (r) Engaged in an act of bullying, including, but not limited to bullying by means of an electronic act directed specifically toward a pupil or school personnel

Community Service on School Grounds: 48900.6 The principal or designee may require a pupil to perform community service on school grounds

**Commented [1]:** not lawful, I am not sure why YCOE still has this in their plan. I would question it. I would ask our lawyers.

**Commented [2R1]:** I realize it says above that we are to not suspend on a minor first offense and the principal should find another means of correction. ... and if the student is causing a continuing danger like through a chair etc to the physical safety of other students . I would recommend updated and CDE recommendations.

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

The YES COD desires to provide a safe, orderly working environment for all employees. As part of the district's comprehensive school safety plan, the principal/superintendent or designee shall develop strategies for protecting employees from potentially dangerous persons and situations and for assisting them in the event of an emergency situation. Any employee may use reasonable force necessary to protect himself/herself from attack, to protect another person or property, to quell a disturbance threatening physical injury to others, or to obtain possession of weapons or other dangerous objects upon the person or within the control of a student. However, employees are prohibited from inflicting corporal punishment on students. All security equipment must be authorized and issued by the district. (Education Code 44807, 49001, 49331-49333) The principal/superintendent or designee shall ensure that employees are informed, in accordance with law, regarding crimes and offenses by students who may pose a danger in the classroom. When any individual directs violence against an employee and the employee so notifies the principal/superintendent or designee, the principal/superintendent or designee shall take steps to ensure that appropriate legal measures are instituted. When the employee notifies the principal/superintendent or designee of a threat of bodily harm, the district shall take appropriate measures to enable the employee to request assistance if a threat occurs on school grounds.

The principal/superintendent or designee shall ensure that employees are trained in crisis prevention and intervention techniques in order to protect themselves and students. Staff development may include training in classroom management, effective communication techniques, and crisis resolution.

Employees may not carry or use weapons, including but not limited to, mace, pepper spray, handcuffs, or other devices reserved for police and/or security officers while on school property or at school activities.

**Commented [3]:** I recommend being more specific here and list the crisis interventions. We have nurtured heart, trauma informed care, de-escalation, . we could also mention they are evidence based.

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

##### **A. Prohibition of Harassment and Protection Against Retaliation**

###### **1. Policy**

The School is committed to providing a workplace and educational environment free of sexual harassment, as well as harassment based on such factors as race, religion, creed, color, ethnicity, national origin, ancestry, age, medical condition, marital status, sex, sexual orientation, citizenship status, disability or any other category protected by law. The School will not condone or tolerate harassment of any type by any employee, whether supervisory or co-employee, against an employee, third party vendor or student. The School also does not condone or tolerate harassment of its employees by any third parties or students. The School will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.



The School will take all reasonable steps to prevent discrimination and unlawful harassment from occurring. Sexual or other unlawful harassment in employment violates the School's policy and is prohibited under Title VII of the Civil Rights Act (42 U.S.C. sections 2000e, et seq.) and the California Fair Employment and Housing Act (Govt. Code sections 12940, et seq.).

## 2. Definition of Harassment

Harassment includes verbal, physical or visual conduct that creates an intimidating, offensive or hostile working or educational environment or that unreasonably interferes with job performance. Verbal harassment includes, but is not limited to, epithets, derogatory comments or slurs based on a protected category. Physical harassment includes, but is not limited to, assault, impeding or blocking movement or any physical interference with normal work or movement, when directed at a legally protected individual. Visual harassment includes, but is not limited to, derogatory posters, cartoons or drawings on a basis protected by law.

## 3. Definition of Sexual Harassment

Federal law defines sexual harassment as unwelcome sexual conduct that is a term or condition of employment. The Equal Employment Opportunity Commission's Guidelines define two types of sexual harassment: "quid pro quo" and "hostile environment." "Unwelcome" sexual conduct constitutes sexual harassment when "submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment." "Quid pro quo harassment" occurs when "submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individuals." A "hostile environment" claim for harassment occurs when discrimination based on sex has created a hostile or abusive work environment. California law defines unlawful sexual harassment in largely the same ways. Sexual harassment occurs where a term of employment (i.e., compensation or in terms, conditions or privileges of employment), academic status or progress (i.e., a student's grades or promotion to the next grade) is explicitly or implicitly conditioned upon submission to unwelcome sexual advances, as more fully described below. Sexual harassment also occurs where the submission to, or rejection of, the conduct by the individual is used as the basis of academic or employment decisions affecting the individual. Additionally, sexual harassment occurs where harassment (unwanted sexual advances, visual, verbal or physical conduct of a sexual nature) is sufficiently severe, persistent, pervasive or objectively offensive so as to alter the conditions of employment and create an abusive or hostile educational or working environment or to limit the individual's ability to participate in or benefit from an education program or activity. Sexual harassment occurs where the conduct has the purpose or effect of having a negative impact on the individual's academic performance, work or progress or has the purpose or effect of creating an intimidating, hostile, or offensive educational or working environment. Finally, sexual harassment occurs where submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs or activities available at or through the School. The educational environment includes, but is not limited to, the School's campus or grounds, the properties controlled or owned by the School and off-campus, if such activity is School sponsored or is conducted by organizations sponsored by or under the jurisdiction of the School.

The following are examples of offensive behavior:

Unwanted sexual advances, flirtations, touching or requests for sexual favors;

Verbal abuse of a sexual nature;

Graphic or suggestive comments about dress or body and the sexual uses to which it could be put; ?

Unwarranted graphic discussion of sexual acts.

Sexually degrading words;

Suggestive or obscene letters, notes or invitations;

Verbal harassment including, but not limited to, unwelcome epithets, jokes, derogatory comments, or slurs of a sexual nature, or sexually degrading words used to describe a person.

Physical harassment including, but not limited to, assault, impeding or blocking movement or any physical interference with normal work or school activities or movement, when done because of your sex;

Visual harassment including, but not limited to, leering, making sexual or obscene gestures, displaying sexually explicit or derogatory posters, cartoons or drawings, or computer-generated images of a sexual nature; ? Making or threatening retaliatory action after receiving a negative response to sexual advances.

## 4. What to do if Sexual and Other Unlawful Harassment Occurs Internal

Procedures:

School Level Investigation: Each school governing body has the responsibility to maintain a work place and educational environment free from any form of sexual or other unlawful harassment. Consequently, should the school's governing body or the Principal Director become aware of any conduct that may constitute sexual harassment, discrimination or other prohibited behavior, immediate action will be taken to address and remediate such conduct.

Any employee who has experienced or is aware of a situation that is believed to be sexually or otherwise unlawfully harassing has a responsibility to report the situation immediately to the Principal Director at 9841 Texas Hill Road, Oregon House, CA at telephone

530 692 2210. If the employee is not comfortable contacting the Principal Director or if that individual is not available, the employee should contact the current president of the YES CHARTER ACADEMY council of directors. A Harassment Complaint Form may be obtained from the Principal Director. The Principal Director will conduct a prompt investigation and take appropriate corrective action where warranted. Complaints will be handled as discreetly as possible, consistent with the need to investigate effectively and promptly resolve the matter. Complaints relating to discrimination other than employment discrimination must be filed within six months of the alleged discrimination or when the complainant first obtained knowledge of the alleged discrimination, unless an extension has been obtained from the president of the YES CHARTER ACADEMY council of directors or his/her designee. Such extension by the YES CHARTER ACADEMY president or his/her designee shall be made in writing. The period for filing may be extended by the YES CHARTER ACADEMY president or his/her designee for good cause for a period not to exceed 90 days following the expiration of the six month time period. The YES CHARTER ACADEMY president shall respond immediately upon a receipt for extension.

**Board of Directors Level Investigation:**

If the employee is not satisfied with the outcome of the school level investigation, the employee, in writing, should bring the matter to the attention of the current board president at PO Box 180, Dobbins, CA 95935 or email to

CouncilPresident@yescharteracademy.org. A current list of contact information for the Council of Directors can be obtained from the YES Charter Academy Office or The Yuba County Office of Education at 935 14th Street, Marysville, CA 95901 or (530)749-4854. If the parties mutually agree, the complainant and the Board of Directors may resolve the matter through mediation or informally before a written complaint is filed. If mediation fails to resolve the matter, or the parties do not agree to mediate the matter, the formal complaint procedure identified below shall be followed.

If the complaint alleges wrongdoing involving discrimination, other than employment discrimination, or claims of failure to comply with applicable state or federal laws or regulations, within 60 days of receipt of the complaint, the Principal/Director or Designated Council Director will complete an investigation where the complainant, his/her representative or both, and representatives of the School, have the opportunity to present the complaint and evidence or information leading to evidence to support the allegations of non-compliance with state or federal laws and/or regulations. The 60 day timeframe may be extended by the written consent of the complainant.

Refusal by the complainant to provide the investigator with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, and may result in the dismissal of the complaint because of lack of evidence to support the allegations.

The Principal/Director or Designated Council Director shall prepare a written decision, which decision shall contain the following: 1) findings of fact based on the evidence gathered; 2) conclusions of law; 3) disposition of the complaint; 4) the disposition of the complaint; 5) the corrective actions, if any are warranted; 6) notice of the complainant's right to appeal the School's decision to the California Department of Education; and 7) the procedures to be followed for initiating an appeal to the Department of Education. Within 60 days of receipt of the complaint, the Principal/Director or Designated Council Director will send a copy of the written decision to the complainant.

Complaints will be handled as discreetly as possible, consistent with the need to investigate effectively and promptly resolve the matter. The Principal/Director or Designated Council Director will be knowledgeable of the laws/programs that he/she is assigned to investigate. If the complaint alleges employment discrimination, the School will send it to the Department of Fair Employment and Housing (the "Department") for investigation as required by law.

Any employee found to have participated in improper harassment will be subject to disciplinary action, up to and including possible dismissal.

**External Procedures: Filing a Complaint with the Department.**

Employees or job applicants who believe that they have experienced unlawful employment discrimination may file a complaint directly with the Department. The Department serves as a neutral fact-finder and attempts to help the parties voluntarily resolve disputes. If the Department finds sufficient evidence to establish discrimination occurred and settlement efforts fail, the Department may file a formal accusation. The accusation will lead to either a public hearing before the Fair Employment and Housing Commission (the "Commission") or a lawsuit filed by the Department on behalf of the complaining party.

If the Commission finds that discrimination has occurred, it can order remedies including: fines or damages for emotional distress from each employer or person found to have violated the law; hiring or reinstatement; back pay or promotion; changes in the policies or practices of the involved employer.

Employees can also pursue the matter through a private lawsuit in civil court after a complaint has been filed with the Department and a Right to Sue Notice has been issued. For more information, contact the Department and Commission toll free at (800) 8841684, in the Sacramento area and out of state at (916) 227-0551 or visit its website at [www.dfeh.ca.gov](http://www.dfeh.ca.gov). To contact the nearest field office of the Equal Employment Opportunity Commission ("EEOC"), call 1-800-669-4000. You should be aware that state and

federal law provide time limits within which complaints must be filed. Contact the relevant agency to determine the applicable time limit.

#### 5. Retaliation Policy

It is in violation of the School's policy for the School or any employee to demote, suspend, reduce, fail to hire or consider for hire, fail to give equal consideration in making employment decisions, fail to treat impartially in the context of any recommendations for subsequent employment that the School may make, adversely affect working conditions or otherwise deny any employment benefit to or take actions that are materially adverse against an individual because that individual has opposed practices prohibited by law or has filed a complaint, testified, assisted or participated in any manner in an investigation, proceeding or hearing conducted by the Commission or Department or their staff. Any employee retaliating against another employee, applicant or student will be disciplined, up to and including termination.

Examples of protected activities under the School's retaliation policy include seeking advice from the Department or Commission; filing a complaint with the Department or Commission, irrespective of whether the complaint is actually sustained; opposing employment practices the employee reasonably believes to exist and believes to be a violation of the law; participating in an activity that is perceived by the School as opposition to discrimination, whether or not so intended by the employee expressing the opposition; participating in the proceeding of a local human rights or civil rights agency on a legal basis.

Nothing in this policy shall be construed to prevent the School from enforcing reasonable disciplinary policies and practices, nor from demonstrating that the actions of an applicant or employee were either disruptive or otherwise detrimental to legitimate business interests so as to justify the denial of an employment benefit.

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

The Yuba Environmental Science Charter Academy faculty and administration are dedicated to offering a wholesome education - inclusive of the learning environment in which the children attend school. Students are 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 education process. The major responsibility for dress and grooming is placed upon the student and the student's parents.

The administration reserves the right to decide the appropriateness of the student's attire.

Inappropriately dressed students will be expected to change clothing. The following guidelines are intended to define appropriate student attire and personal grooming and shall apply to all regular school activities. We intend to provide our students with a school environment that is clean, positive, and uplifting. We ask your support in helping the Yuba Environmental Science Charter Academy form a healthy school time setting by guiding your children towards appropriate school attire.

Your support is most needed and appreciated in the following areas:

- Students should dress for the weather and/or come dressed anticipating the weather
- Shoes must be suitable for P.E., Sandals must have a back strap. All shoes need to be firmly attached to the feet and without flashing lights or wheels.
- Clothes should be sufficient to conceal undergarments and insure privacy at all times.
- Saggy clothing is discouraged. Students may be asked to change if clothing prohibits them from moving freely.
- Clothing and jewelry must be free of writing, pictures or any other insignia which are crude, vulgar, profane, advocate the use of drugs, alcohol, tobacco, violence, or gang affiliation.
- Hats and hoods must be removed inside all buildings.

Students who come to school dressed inappropriately will be asked to change into clothing provided by the office or will need a change of clothes brought to school by parent/guardian.

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

The ingress and egress of pupils to and from school is monitored by school staff. The school has lockable gates at the entrance and exit of the driveway. The school entry door is locked during the school day once the period of student arrival is over. Students do not have access to the school building unless a school staff member is present. Anytime there are students outside of the classroom, a staff member is present for safety reasons. Exits are clearly marked with signs. Evacuation maps are posted in every room for student/staff safety.

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

**Component:**  
School Climate

**Element:**  
All staff members are trained in the Nurtured Heart Approach (NHA) and PBIS.

**Opportunity for Improvement:**  
Train all returning staff at the beginning of the school year, and newly hired staff upon arrival at the school.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Hold NHA training during the week of preservice before student attendance begins for all staff. Train staff hired after the start of the school year within a week of arrival at the school.	Obtain training materials and online links for training of newly hired staff during the school year	Sutter Yuba Behavioral Health Prevention and Early Intervention Certified NHA Trainer	Louise Miller	Observe NHA language used by staff in classrooms and the playground.
Hold refresher sessions during the school year for teachers, classroom aides, and yard duty staff.	Obtain training materials and online links for NHA training during professional development time.	Sutter Yuba Behavioral Health Prevention and Early Intervention/ NHA publications	Louise Miller	Request feedback from students on school climate and feelings of being supported.

**Commented [4]:** We should add Trauma informed training

**Component:**  
Behavior Management Support

**Element:**  
Train staff in Positive Behavior Intervention and Supports (PBIS) known as SPARRK at YES

**Opportunity for Improvement:**  
Implement PBIS consistently throughout the school year.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Hold regularly scheduled awards assemblies to recognize positive behavior.	Schedule the assemblies. Make certificates. Purchase prizes.	Cafeteria, SPARRK certificates,	Louise Miller, Principal/Superintendent	Request feedback from students and teachers on usefulness of program

**Commented [5]:** Identify students for each category by ..

Implement Tier 2 interventions for students with challenging behavior.	Schedule time during professional development to analyze PBIS data, identify Tier 2 students, and make a team plan to support their positive behavior.	PBIS World website	Eve Domingo, Learning Center Director	Track behavior documentation of Tier 2 students
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**Component:**

Student Social/Emotional Resiliency

**Element:**

Identify and implement restorative practices.

**Opportunity for Improvement:**

Identify and implement the program.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Identify a program	Research evidence based programs	YCOE and other partners	Eve Domingo, Learning Center Director	Request feedback from staff presentations on programs.
Identify funding	Present program to County Office of Education	Budget and plan 2023-24 LCAP	Louise Miller, Principal/Superintendent	Check annual budget
Train staff and students	Schedule training	Master schedule	Louise Miller	Request feedback from students and staff on usefulness of program
Select Restorative Practices starting in 2023-2024 school year	Restorative Practices Training completed by Dawn Kaundart	2023-2024 LCAP Restorative Practices Literature	Dawn Kaundart	Reduction in number of suspensions

- Commented [6]:** I also believe that YCOE, me and others have researched so a team approach is valid
- Commented [7]:** I think we need to put in committee or teams..
- Commented [9]:** I think we need to put in committee or teams..
- Commented [8]:** collaborate with YCOE to provide staff or program development
- Commented [10]:** We need to access our capacity to do so, and make a strategic plan- capacity building and program development and implementation are necessary.
- Commented [11]:** I think we need to put in committee or teams..
- Commented [12]:** I think we need to put in committee or teams..
- Commented [13]:** I recommend defining these as corrective action to promote social emotional learning and emotional regulation.
- Commented [14]:** experience natural and fair consequences that promote a growth mindset and or emotional growth.

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

**Yuba Environmental Science (YES) Charter Academy Student Conduct Code**

Our core beliefs guide our attempts to individualize disciplinary procedures and to help students see reasonable connections between their behavior and the resulting consequences.

1. All parties involved in conflicts will be heard and treated with dignity and respect.
2. Students will learn, with guidance, how to solve their problems in a respectful way and experience consequences.
3. Students will think of various solutions and evaluate which solution is best for all involved.

YES Charter Academy provides an exemplary educational program for all students. Good teaching and an orderly environment set the stage for academic excellence. All students should be aware that their parents and teachers share the expectation of them to achieve to their highest potential, be on their best behavior while in school, in the cafeteria, on the playground, on their way to and from school or on the bus.

YES Charter's discipline plan is based upon positive behavior intervention and supports, (PBIS) behavior matrix, and is focused on developing responsibility for one's own actions. The plan is based on a code of conduct, which is reinforced through specific rules developed for classrooms, playground, lunch, and bus travel. The plan also includes the offenses for which a student may be suspended under the California Education Code 48900. Parents are encouraged to discuss the behavior matrix and student handbook at home to assure the students full comprehension of the rules and the reasons why these rules exist.

1. Students are expected to develop responsibility for their actions, to cooperate with others (students, teachers, other adults), to develop a positive attitude toward their school learning process, and to be courteous and respectful of others at all times. It is the responsibility of the student to be aware of the school rules.

**CLASSROOM STANDARDS**

1. Appropriate school behavior is encouraged by all of the staff. Students that violate the code of conduct detract from their own ability to learn and distract other students from learning. When time is taken to correct a student's behavior, it comes directly from the time available for instruction. This is unacceptable. Therefore, each teacher has established standards for their classroom. These standards are posted in the classroom and sent home at the beginning of the year.

**Conduct Code Procedures**

Rules are necessary to ensure the safety and welfare of all children. These rules apply before, during, and after school anywhere on the campus. These are posted prominently on the document, YES SPARRK Behavior Matrix, a PBIS document in hallways and classrooms. The PBIS acronym that YES developed is SPARRK:

- Steward of the Environment
- Positive Team Player
- Academic Master
- Responsible Citizen
- Resourceful
- Kind

When a student fails to observe the rules, the following disciplinary actions will be taken:

1. As a Positive Behavior Interventions and Supports (PBIS) school, we follow a progressive discipline policy, with specific steps to ensure the best behavior support for our students. Consequences may include loss of recess/activity, a logical consequence, campus beautification, change of academic setting, or suspension. We proactively teach all students behavior instruction, which is designated and integrated into each instructional day. Students that do not follow the defined and taught expectations are supported with consistent behavior interventions and supports. Low level incidents are documented, appropriate consequence & instruction is given. Major offenses are referred to the office by staff.

2. Administration thoroughly investigates and documents the incident(s) Disciplinary consequences are assigned that are in compliance with Education Code and state and federal law. The incident(s) is documented within the district student file. Parent/guardian is contacted. Behavior instruction and expectation review is administered to students.

SEVERE CLAUSE FOR EXTREMELY SEVERE CASES, including but not limited to, bullying, fighting, theft, possession of drugs or weapon or harassment, students may be sent directly to the principal on the first offense. The principal will determine the consequences and notify parents.

**(K) Hate Crime Reporting Procedures and Policies**

In order to create a safe learning environment for all students, the YES COE desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students so as to enable them to gain a true understanding of the civil rights and social responsibilities of people in society. The district prohibits discriminatory behavior or statements that degrade an individual on the basis of his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices.

Hate crime reporting procedures are:

(1) The principal/superintendent or designee, shall complete a California Safe Schools Assessment School Crime and Incident Reporting Form (July 1, 2001) for each incident of crime, including hate crime or hate motivated incidents.

(2) The principal/superintendent or designee, shall retain on file for not less than three years the individual reports of crimes and hate motivated incidents on which the aggregate data is based, and any other required documentation.

**Commented [15]:** do we have this form? This should be available to staff and parents

**Commented [16]:** Do we have a file?

(3) Each month the data regarding reportable school crimes and hate motivated incidents shall be reported to the designated person at the school district.

(4) On or before February 1 and August 1 of each year, the principal/superintendent or designee, shall aggregate the school crime and hate motivated incident data reported by schools or programs within jurisdiction and report the aggregated data to the California Department of Education.

#### **(J) Procedures to Prepare for Active Shooters**

To prepare for active shooters, YES administration consulted with the Yuba County Sheriff's Department (YCSD), and followed their recommendation to install lockable gates at all entrances of the school, and to keep them locked during school hours. Access to the school is through the front entrance of the school only. The YCSD recommended keeping the front door of the school locked during school hours, and to install a buzzer system to allow entrance to the school. YES carried out and is using these modifications. A lockdown may be used as an emergency response when a facility or school is faced with extremely violent behavior, armed intruders, active shooters, a hostage situation, or when there is police activity in the general area that could threaten the safety of students and staff. When Lockdown is initiated, it means there is an immediate and possibly life-threatening situation on campus and it must be taken seriously. Students and staff may evacuate the area if lockdown could be compromised.

In the event of a Lockdown, the principal or designee will carry out all or some of the following:

1. Imminent Danger Signal (All-Call over intercom, "LOCKDOWN, Please lock all classroom doors! This is a hard lockdown! Code Red!" Staff, law enforcement, and Yuba County Office of Education will be alerted through a smartphone or tablet.
2. CALL 911
3. The Site Administrator will maintain phone communication with the Superintendent's office
4. Secure building entrances, ensuring that no unauthorized individuals leave or enter the school.
5. If an emergency is away from campus, Site Administrator or designee may modify the Hard Lockdown to Soft Lockdown and allow teachers and staff to continue their regular school activities within the building.
6. Prohibit outdoor activities.
7. Be prepared to evacuate to a safe location.
8. Stay in control of all site activities until emergency personnel arrive.

In the event of a Lockdown, TEACHERS and STAFF will carry out some or all of the following, depending on the event:

1. If outside, move students to classrooms or designated safe interior buildings OR off campus at a designated location.
2. Close all windows, lock doors and turn off the lights.
3. Turn off the television, computer, Smartboard and anything else that illuminates the room.
4. Do not evacuate if you hear a fire alarm (unless you detect a fire).
5. Instruct students to turn off cell phones and pagers and not use telephone, intercom system or email. Teachers and staff are able to use it as necessary.
6. Students are to move away from doors and windows to hide from possible intruders.
7. Barricade doors with bookshelves, and any other furniture to make it more difficult for the intruder to enter the room.
8. Do not release or admit students for any reason unless authorized by on-site emergency personnel or school administrators.
9. When able to report any missing or extra students.
10. If Hard Lockdown is modified to Soft Lockdown (principal will advise) teachers and staff may continue with their normal schedule within the classroom and interior of the building.

After Emergency:

1. At the direction of the principal or Designee will deactivate Shelter in Place or Evacuation by announcing "ALL CLEAR." Teachers will not release students until "ALL CLEAR" is heard.
2. Resolve CODE RED in CATAPULT EMS
3. Send a message out to parents using ParentSquare.
4. If student release is necessary, follow the release plan or students may return to their regular schedule.
1. YES Charter Academy may provide psychological services to assist in the counseling of staff and students.

**Procedures for Preventing Acts of Bullying and Cyber-bullying**

Bullying is behavior that includes the use of any physical, verbal, electronic, written or other means.

This intentional aggressive behavior, which may occur in person or online can have long term harmful effects. In addition to the risk of physical injury, victims of bullying are at risk for depression, anxiety, suicidal behavior, physical health problems, substance abuse into adulthood, low academic achievement, and poor social and school adjustment.

According to research, bullying is considered a significant public health problem. National indicates that between 20 and 30 percent of children and youth are bullied at school each year, with certain vulnerable groups at even higher risk, including students with disabilities and LGBTQ youth.

To combat this identified problem, YES Charter Academy follows the protocols and procedures:

- Restrict use of personal cell phones on campus
- Install and maintain cyber security software for student communication on school platforms
- Teach bully prevention and cyber bully prevention
- Teach cyber security and acceptable use of the internet
- Teach within the PBIS program the principles and practice of being a positive team player, responsible citizen, and kindness
- Encourage students to report bullying and cyberbullying
- Investigate all reports of bullying and cyberbullying

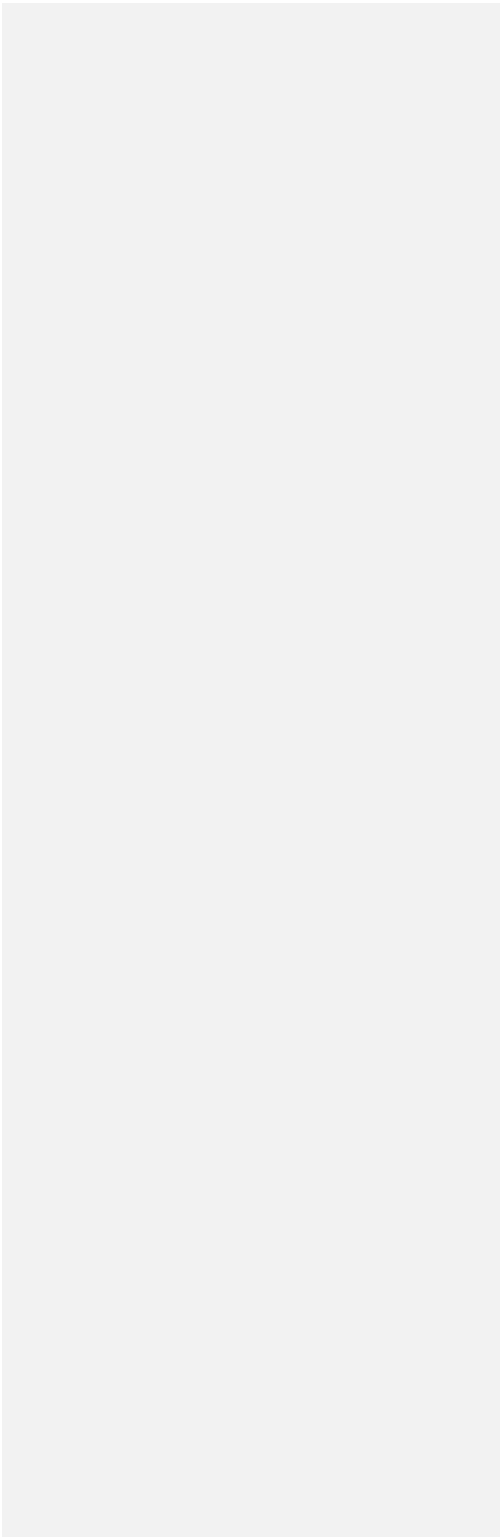
**Commented [17]:** needs to be one word. I corrected



### **Safety Plan Review, Evaluation and Amendment Procedures**

Ongoing review, evaluation and amendment of the Comprehensive School Safety Plan is accomplished through continuous discussion and reporting to the YES COD by the safety committee. The safety committee makes an annual review and updates to the plan that is reviewed and voted upon the YES COD.

**Safety Plan Appendices**



**Emergency Contact Numbers**

**Utilities, Responders and Communication Resources**

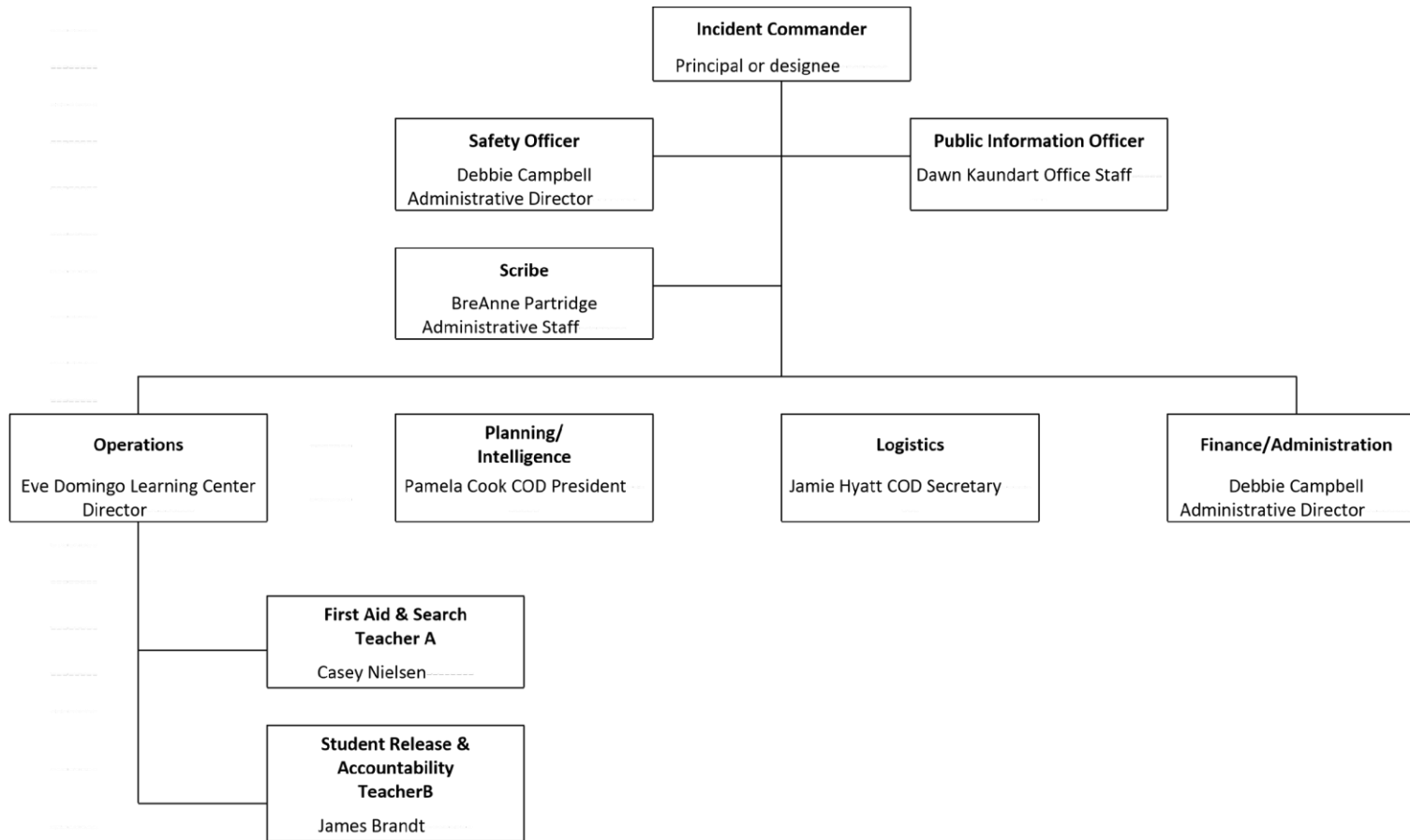
Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Yuba County Sheriff, Fire, CHP, Ambulance	911	
Local Hospitals	Adventist Health	530 749-4300	
Emergency Services	Adventist Emergency	530 749-4511	
American National Red Cross	Red Cross	530 673-1460	
Other	Toxic Chemical Control	800 424-8802	
Law Enforcement/Fire/Paramedic	Yuba County Sheriff	530 749-7777	
Other	Victim Witness	530 741-6275	

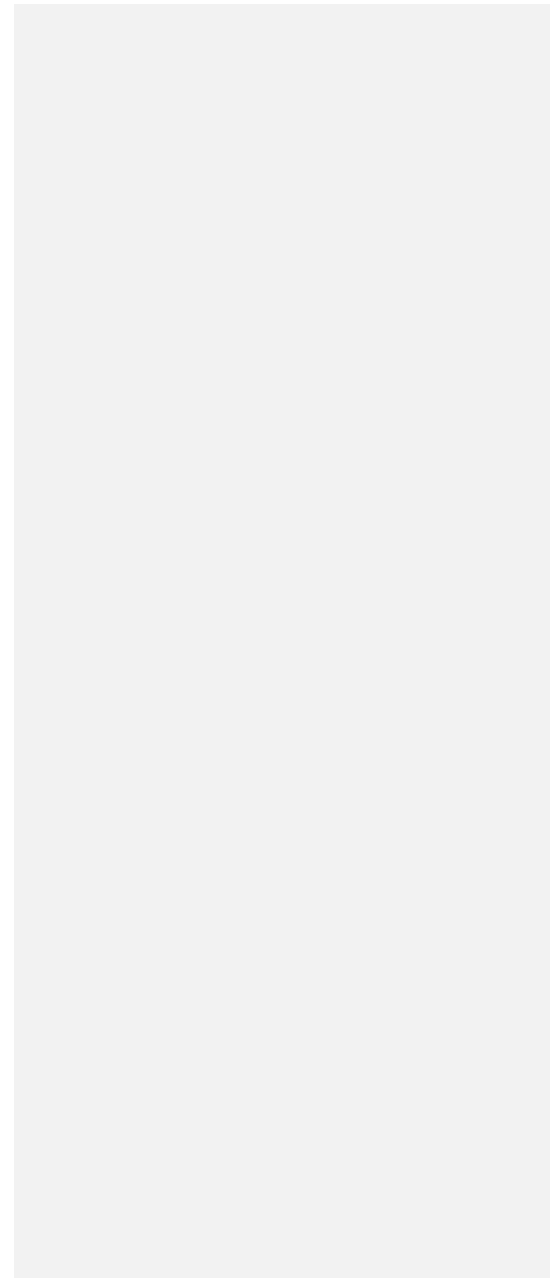
**Safety Plan Review, Evaluation and Amendment Procedures**

<b>Activity Description</b> (i.e. review steps, meetings conducted, approvals, etc)	<b>Date and Time</b>	<b>Attached Document</b> (description and location)
Safety Committee Review	2-17-2022 9:30am	See Notes/Calendar
Public Hearing	2-23-2022 3:30pm	See Parent Square Announcement
Approval by YES COD	2-24-2022 3:30pm	See COD Minutes

**Commented [18]:** I would like to be on safety committee

Yuba Environmental Science (YES) Charter Academy 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, Planning and intelligence, Operations, Logistics, Finance and Administration

### **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 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**

The Incident Command Team (ICT) will identify the type of emergency.

### **Step Two: Identify the Level of Emergency**

The ICT will determine whether the threat is Low, Medium or High.

### **Step Three: Determine the Immediate Response Action**

The ICT will determine the immediate Response Action such as HARD LOCKDOWN, SOFT LOCKDOWN, SHELTER IN PLACE, EVACUATE or other depending upon the circumstances.

### **Step Four: Communicate the Appropriate Response Action**

The ICT will communicate the appropriate response action to the authorities, emergency responders, and parents as the situation requires.



## **Types of Emergencies & Specific Procedures**

### **Aircraft Crash**

If you were witness to an airplane accident:

1. If able, call 9-1-1
2. Notify office
3. Move students to nearest safe area

When an accident occurs, Site Administrator or Designee will immediately:

1. Activate Site Incident Command Post which will:
  - a. Call 9-1-1
  - b. Contact YCOE
  - c. Assemble portions of the Incident Command team that may be able to assist with small fires or injuries.
2. Check evacuation routes for safety.
3. Consider evacuation of staff and students using the safest evacuation route.
4. Stay in control of all site activities until the arrival of emergency personnel.

Teachers will:

1. If outside, "drop, cover, and hold."
2. Following the accident, move students to the nearest safe location.
3. If inside and classroom is unsafe evaluate students using safest route to assembly area
4. Be ready to report missing, extra, or injured students.
5. When able, check your "buddy."
6. When able initiate extra duties as assigned After Emergency:
  1. At the direction of the District Office, Principal or Designee will deactivate Shelter in Place or Evacuation by announcing "ALL CLEAR."

Teachers will not release students until "ALL CLEAR" is heard.

2. Resolve CODE RED in CATAPULT EMS
3. Send a message out to parents using ParentSquare.
4. If student release is necessary, follow the release plan or students may return to their regular schedule.
7. YES may provide psychological services to assist in the counseling of staff and students.

### **Animal Disturbance**

Animal Disturbance -

We will follow the Emergency Response Protocols using the Lock Out procedure.

### **Armed Assault on Campus**

Armed Assault on Campus

We will follow the Emergency Response Protocols using the Lock Down procedures.

1. Notify police department using 911
2. Safety is the main concern. Keep everyone in an area under cover and concealed if possible. Stay behind solid walls and doors. Keep away from windows.
3. If the suspect is seen, do not engage the suspect. This could generate a hostage situation.
4. If the suspect is outside, try to keep him/ her outside. If it is safe, lock the entry doors.
5. A suspect should be considered armed, unstable and extremely dangerous.
6. Have a special/pre-arranged all-clear signal when the situation/school is safe/secure.

### **Biological or Chemical Release**

Biological or Chemical Release -

1. Teacher/Aide- Have all students report to class.
2. Teacher/Aide- Call fire, medical rescue, or 911 for Emergency assistance.
3. Teacher/Aide- Shut off air conditioner, close doors and windows.
4. Teacher/Aide- Take roll.
5. Teacher/Aide- Notify School Attendance Clerk of any missing students.
6. Principal/Superintendent lead or assign designee.
7. Teacher/Aide-If walking is the only mode of evacuation, move cross- wind (never up or down- wind) to avoid fumes.
8. Principal/Superintendent or designee- Do not allow students and staff to return to the school until Fire Department Officials declare the area safe.
9. Principal/Superintendent or designee- Notify Associate Superintendent of the damage, injuries and decisions made. Take action to either:
  - a. Continue with regular program or
  - b. Proceed with evacuation or with alternate plans to stay on site.

#### **Bomb Threat/ Threat Of violence**

Bomb Threat Threat of Violence - "Lock

Down" will consist of:

1. Teacher/Aide-Remain calm and keep the caller on the telephone as long as possible.
2. Teacher/ Aide-Complete as much of the BOMB THREAT CHECKLIST as possible.
3. Teacher/Aide-Notify the principal or designee of the bomb threat.
4. Principal/Superintendent or designee- May institute any or all of the following actions based on the information received by the person who took the bomb threat call:

Caution all personnel against picking up any strange objects.

Call 911.

Request a building search by faculty or staff designated to perform this function in your emergency plan.

Look for unusual packages, boxes, objects or devices - something that does not belong.

When a suspicious object is found, notify the principal or designee.

School /Office personnel should not touch, jar, move, or in any way disturb the object found.

Secure the building and allow only authorized personnel to enter.

Do not allow students or staff to return to the school/office buildings until advised that it is safe by the Fire Department officials or the Sheriff's Department.

5. Principal or designee-Notify County Office of Education Superintendent of the damage, injuries and decisions made. Take action to either:

- a. Continue with regular program, or
- b. proceed with evacuation or with alternate plans to stay on site.

#### **Bus Disaster**

Bus Disaster-

"Lock Down" will consists of:

1. Keep students in rooms down low and quiet. Lock doors, turn out the lights and close windows and shades.
  2. Teachers direct any students in the halls to move into the nearest room and stay.
- Teachers on break, collect your students and return to your classroom.
3. Take roll and note missing students.
  4. Wait for information. Do not call the office unless you have information to give on a specific situation.
- Personnel without students find the nearest room and stay there until notified.
4. Principal or designee will decide actions to be taken.
  5. After the threat of imminent danger has passed, the Principal may instruct students and staff to leave the building, and go home.
  6. Within twenty-four hours of the incident, the principal will send a letter home to parents explaining the reason for the action.

## **Disorderly Conduct**

### Disorderly Conduct

Use the HEAR method of actions for de-escalating emotional situations:

H Hear the person out. Let the frustrated customer tell their side of the story and vent their feelings.

E Empathize, acknowledge and respond to customer's feelings.

A. Ask/answer questions. Ask the customer questions to get the information you need to help with their situation.

R Take responsibility for assisting in helping the customer to resolve the problem.

This type of threat should be evaluated very carefully as to the emotions at the time of the treat or the cause of the threat. This type of threat could easily escalate into violence. Precautions should be taken to avoid a one-on-one confrontation after a threat is received from a potentially dangerous individual.

Always notify your supervisor, Department management, and Human Resources of personal threats.

When a threat comes from a co-worker, it may be appropriate for Human Resources to request an evaluation of the "aggressor's" personal employment history.

The principal or designee should interview the people who work directly with the potential aggressor to acquire information such as:

Does the person have ready access to weapons?

Has the individual been openly vocal about personal problems or work problems, or has he/she been making open threats?

If the threat is considered to be "real," Human Resources should notify law enforcement immediately.

REAL THREATS: You are physically confronted by a co-worker or client with intent and ability to do bodily harm. You

must stay very calm and try to calm the person down verbally. Agree with the person, even if you disagree.

It is safer to agree than to force a confrontation.

Do not do anything to escalate the situation.

Try to notify other staff of the situation and the potential danger, without being obvious.

If possible dial 911; leave the line open if you cannot talk directly.

In most cases, Emergency operators will be able to listen and trace the call's origin.

Emphasize key words such as weapon, bomb, hostage and location to tip the police to your circumstances.

Ask questions that will direct the anger away from you.

Do everything you can to direct the person's anger to someone or something that is in another location.

You need to take as much time as you can to try to remove yourself from the threat or buy time to allow help to arrive.

The person you are dealing with may or may not be rational.

Be very careful not to make any sudden moves or show excitement in your voice. Be patient and calm.

Discussing the cause of the hostility may allow you to defuse the situation or provide you the opportunity to escape.

## **Earthquake**

### Earthquake

1.Principal or designee -Sound alarm signal

2.Teacher/Aide- Announce "Duck and Cover"

3.Teacher/Aide -Will facilitate the removal of the students from the buildings when the quake has subsided.

Use bells (if operable) as a signal for action to leave the building. Take an Attendance log book, classroom Emergency Contact Binder and first aid kit.

4.Teacher/Aide -Will move students/staff to open areas away from buildings and utility wires. Administer first aid, if necessary.

5.Teacher/Aide Will take roll and identify any missing students/staff.

6.Principal or designee- Will inspect buildings for possible damage and/or injured people. Assign other personnel to assist in a thorough inspection of the facility.

7.Principal or designee- Will shut off gas, electricity, and water, if appropriate.

8.Principal or designee- Will get advice from competent authority about building safety. If necessary, the maintenance department will send help.

9.Principal or designee- Does not allow anyone to return to the building until approved by the Assistant Superintendent.

10.Teacher/Aide -Notify principal or designee of damage and injuries.

11. Principal or designee-Notify County Office of Education Superintendent of the damage, injuries and decisions made. Take action to either:

- a. Continue with regular program, or
- b. Proceed with evacuation or with alternate plan to stay on site

#### **Explosion or Risk Of Explosion**

If a fire or explosion occurs:

1. Drop, Cover, and Hold.
2. If able, call 9-1-1
3. Notify the main office.
4. If able, evacuate students to the nearest safe location.

The Site Administrator, Program Manager or Designee will:

1. Activate the Site Incident Command Post which will, among other things;
  - a. Contact the fire department/9-1-1- for assistance
  - b. Contact Superintendent's Office
  - c. Assemble portions of the Incident Command team that can assist in small fires, immediate medical issues.
2. If evacuation is necessary, check for the safest route.
3. Caution should be taken to maintain a safe upwind position away from the fire.
4. If the alarm is used, verify the situation with the fire department.

5. (Explosion) Check immediate area for physical hazards and dangers to rescue and first aid personnel. Teachers will:

1. Upon signal for evacuation, check first for the safest evacuation route to the assembly area.
2. Place the appropriate color card on the door. (See below)

In each school location, during emergency situations, YCCPCS staff and teachers will communicate with the School Safety Team.

Indicate "Shelter in Place" and that there is at least one person in the classroom with traumatic injury.

Indicate "Shelter in Place" and that there is at least one person in the classroom with minor injury.

Indicate "Shelter in Place" and that there is at least one person in the classroom who is deceased.

Indicate "Shelter in Place" and that there are no circumstances that need to be immediately addressed. Indicate the classroom has been evacuated.

After Emergency:

1. At the direction of the District Office, Principal or Designee will deactivate Shelter in Place or Evacuation by announcing "ALL CLEAR."

Teachers will not release students until "ALL CLEAR" is heard.

2. Resolve CODE RED in CATAPULT EMS
3. Send a message out to parents using ParentSquare.
4. If student release is necessary, follow the release plan or students may return to their regular schedule.
9. YES COD may provide psychological services to assist in the counseling of staff and students.

#### **Fire in Surrounding Area**

In case of a fire in the surrounding area, YES will prepare to evacuate students in coordination with the Yuba County OES, Office of Emergency Services and YCOE administration.

Evacuation will be done in two stages:

Stage ONE Evacuation: All students and staff are evacuated from buildings and stationed at a safe location on campus. Stage

TWO Relocation: At the direction of the Site Administrator or Designee, all students and staff are relocated to a determined location off campus at time of event.

Evacuation Plan Checklist:

? Detailed evacuation routes

? Designated areas for each teacher and class

? Areas of supervision

- ? Transportation points (for busses and autos)
- ? Student Release Area
- ? Press Area TEAMS:
- ? Crisis Response Team ?
- Student Release Team
- OTHER:
- ? Emergency cards and census list (Always ready to be taken to student release area)
- ? Parent/ Guardian sign out log or forms
- ? Impaired mobility list (Location of these students throughout the school day)
- ? Classroom evacuation materials
- ? Communication Plan (How teachers will communicate to the Safe School Leadership Team)

### **Fire on School Grounds**

The school building has strategically placed, functioning fire extinguishers and a manual pull switch to activate the fire alarm. Evacuation routes are clearly posted by the exits in each classroom. For the protection of all occupants of the building, in case of a fire or disaster, the following evacuation procedures have been established:

1. The set alarm is distinctive and recognizable as a signal to evacuate. The evacuation alarm signal established can include "A possible fire has been reported in the building, please exit the building."
2. Order a verbal evacuation if the fire alarm does not sound.
3. Call 911.
4. Notify the principal/superintendent.
5. Stay calm and remain quiet. If teachers and students are talking, directions and other information cannot be heard.
6. Everyone should clear the building immediately. Walk - Do not run.
7. Teachers/aides will supervise egress from the classrooms into the designated evacuation areas according to the Emergency Evacuation Routes marked on the maps posted in every classroom and office.
8. If heavy smoke is present, crawl or stay near the floor for breathable air.
9. In case of FIRE ONLY, close the doors upon evacuating.
10. Teachers/aides will take their roll books and emergency bags to the evacuation site, take roll, and complete an attendance report. Teachers will submit reports and identify any missing student(s).
11. If an emergency evacuation occurs when you are in the corridors, join the nearest class in leaving the building and then report to your designated Evacuation Area.
12. If an exit is barricaded, then the next nearest exit should be used.
13. The custodian/maintenance staff shall assist by shutting off gas valves, electricity, etc.
14. The administrative staff or designee will take the student emergency forms to the evacuation area.
15. Notify students and staff if and when it is safe to return to the school site and/or building under the direction of the Fire Department and in consultation with the principal/superintendent or designee.
16. If it is unsafe to return to the building, students will be supervised and release procedures will be initiated.

### **Flooding**

When notification of imminent flooding occurs, Site Administrator or Designee will immediately:

1. Activate Site Incident Command Post which will:
    - a. Contact Superintendent's Office for instructions
    - b. Assemble portions of the Incident Command Team as necessary (such as Site Facility Check to turn off utilities and check for safest evacuation routes).
    - c. Listen to news on battery operated radio.
  2. Determine need and ability to evacuate staff and students.
  3. Check evacuation routes for safety.
  4. Cancel all scheduled outside events
  5. Stay in control of all site activities
- Teachers will:

1. If evacuation is ordered, follow the plan. Follow instructions of the principal or designee.
2. Be prepared to report missing, extra or injured students.
3. When able, initiate additional duties as assigned.

**After Emergency:**

1. If buildings have flooded, they must be inspected before occupancy.
2. At the direction of the District Office, Principal or Designee will deactivate Shelter in Place or Evacuation by announcing "ALL CLEAR."

Teachers will not release students until "ALL CLEAR" is heard.

2. Resolve CODE RED in CATAPULT EMS
3. Send a message out to parents using ParentSquare.
4. Student release is necessary, follow the release plan
8. YES COD may provide psychological services to assist in the counseling of staff and students.

**Loss or Failure Of Utilities**

**Loss or Failure Of Utilities**

In the event of a power outage, the Principal will notify the Business Administrator 1.

Determine if entire building is without power; If it is:

2. Are neighboring buildings without power? If they are:  
Contact PG&E to verify the reason and expected length of outage.
3. If the problem is internal, the Business Administrator will contact the maintenance department of an electrical contractor.
4. Teacher/Assistant- team members will check the building for people needing assistance.

**Motor Vehicle Crash**

**Motor Vehicle Crash- "Lock**

Down" consists of:

1. Teacher/ Aide-Will keep students in rooms down low and quiet. Lock doors, turn out the lights and close windows and shades.
2. Teacher/ Aide- Will direct any students in the halls to move into the nearest room and stay.

Teachers on break, collect your students and return to your classroom.

3. Teacher/Aide- Will take roll and note missing students.
  4. Teacher/ Aide- Will wait for information. Do not call the office unless you have information to give on a specific situation.
- Personnel without students find the nearest room and stay there until notified.

5. Principal or designee will decide actions to be taken.
- After the threat of imminent danger has passed, the Principal may instruct students and staff to leave the building, and go home.
6. Within twenty-four hours of the incident, the principal will send a letter home to parents explaining the reason for the action.

**Pandemic**

In case of Pandemic, follow guidance by local, state, and national health officials. Guidance by the local Bi-Counties Health Department will be communicated through the Yuba County Office of Education. Be prepared to pivot to distance learning by having lessons available through Google Classroom, and by having one to one student electronics. When students are permitted to return to in person learning, have a supply of PPE on hand. Divide students into cohorts, and prepare campus for physical distancing. Have a mask policy in place. For more detailed information, refer to YES COVID Prevention Plan, and YES COVID 19 School Guidelines Checklist.

**Psychological Trauma**

**Psychological Trauma**

YES Charter Academy does not have an onsite counselor, as we contract with an online service. We will reach out to a local provider such as Sierra Family Health Center, Yuba-Sutter Behavioral Health Prevention and Early Intervention, or Victor Services for an in-person social worker.

**Commented [19]:** If you have someone that has a Master's degree in Social work they are qualified to assist in Psychological Trauma. Also anyone trained in Trauma informed care or other trainings like mental health first aide. I think reframing this is essential. YES Charter Academy has staff qualified to assess and provide referral for any staff or student who has experienced psychological trauma. Who do we contract with online? I would keep or say we have an MOU with Yuba county office of education that provides a licensed professional. We also provide referrals to outside agencies with whom we have professional working relationships with such as Yuba-Sutter Behavioral Health and Sierra Family Health Center that is local. I am not sure about Victor Services.. an in person social worker has a bachelor degree. Some case managers have less.. We actually have an in person social worker which is me. those provided by YCOE have bachelor degrees.

The social worker will meet with the students affected and take steps to inform appropriate personnel. The school will always provide follow-up care to the students impacted.

**Suspected Contamination of Food or Water**

Suspected Contamination of Food or Water

We will follow the Emergency Response Protocols using the evacuation procedures and we will release the students to their parents/guardians.

We will follow directives from the county office and local officials before allowing students back on campus.

**Tactical Responses to Criminal Incidents**

Any portion of a comprehensive safety plan that addresses tactical responses to criminal incidents... including steps to be taken to safeguard students and staff, secure the affected school premises, and apprehend the criminal perpetrator(s), shall be developed by district administrators in accordance with Education Code 32281. In developing such strategies, district administrators shall consult with law enforcement officials and with representative(s) of employee bargaining unit(s), if they choose to participate. However, those portions of the comprehensive safety plan that include tactical responses to criminal incidents shall not be publicly disclosed. The superintendent or designee shall share the comprehensive safety plans and any updates to the plans with local law enforcement, the local fire department, and other first responder entities.

**Unlawful Demonstration or Walkout**

Unlawful Demonstration or Walkout

YES Charter Academy would allow students to peacefully assemble.

If they choose to walk off the campus, one member of the school staff will accompany them to ensure their safety.

We will notify the local county sheriff's office to accompany us to help ensure student safety as they navigate through trafficked areas.

**Emergency Evacuation Map**

