

Comprehensive School Safety Plan SB 187 Compliance Document

**2019-20
School Year**

School: Forest Ranch Charter School
CDS Code: 04-61424-0118042
District: Forest Ranch Charter School
Address: 15815 Cedar Creek Road
Forest Ranch, CA 95942
Date of Adoption: November 19, 2019

Approved by:

Name	Title	Signature	Date
Jody Cornilsen	Board Chair		

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Senate Bill 187: Comprehensive School Safety Plan Purpose

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

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

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

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

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

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

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

A copy of the Comprehensive School Safety Plan is available for review at www.forestranchcharter.org or in the FRCS front office.

Safety Plan Vision

All students have the right to a safe and supportive community of learners that helps them to maximize their learning potential.

At Forest Ranch Charter School we are proactive in our efforts to create a safe, healthy and enriching campus.

Components of the Comprehensive School Safety Plan (EC 32281)

Forest Ranch Charter School Safety Committee

Christia Marasco (Director/Safety Coord.), , Christy Howell (Office Manager), Lisa Sellu (Lead K-5 Lead Teacher), Heather Hastain (Parent), Jody Cornilsen (Parent; Board Chair), Bryce Davison (Police Officer)

Assessment of School Safety

The School Safety Team meets quarterly, or more frequently as needed, to monitor campus safety and to develop a plan to resolve potentially unsafe situations. A thorough review of Law enforcement intervention and crime reports, Incident/Accident Reports , Behavior Tracking Program, Title 19 Fire Inspection, property loss, vandalism, and insurance reports, L-CAP planning meetings/input , parent/student survey data and any unsafe/hazardous condition reports is conducted to determine needs and concerns.

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

It is a priority at Forest Ranch Charter School that every student feel both physically and emotionally safe at school. It is our intention to work together with community, staff, and students to create a positive, enriching climate both in and out of the classroom. It is our goal to provide an orderly, caring, and non-discriminatory learning environment in which all students can feel comfortable and can take pride in our school and their achievements. At FRCS we encourage staff to teach students the meaning of equality, human dignity, and mutual respect, and to utilize cooperative learning strategies that foster positive interactions between students from diverse backgrounds.

a. School Grounds

FRCS is located in a rural community 15 miles east of Chico in the beginning of the Cascade Mountain Range. The school is an integral part of the Forest Ranch community and works in cooperation with nearby, businesses, neighbors of the school campus and community on issues or concerns regarding possible crimes and student attendance issues. Forest Ranch Charter School is alert to safety hazards, such as toxins or heavy traffic from HWY 32 and natural hazards such as the adjoining woods and animal life. The campus perimeter is secured with chain link fencing to minimize non-school hour criminal activity; however, there is a minimal access gate to permit community use of the playground area during non-school hours, thus allowing free access to the public when school is not in session. Adult supervision is provided during school hours, recess, and lunch times, as well as during stated before and after school times. Preventative maintenance and procedures for identification and repair of potential hazards are firmly in place.

b. Classroom/Communication

We utilize a multi-tiered Positive Behavioral Support and Intervention Program across campus to enhance learning and positive interaction between students and staff. Positive Behavior Support is a decision making framework that guides selection, integration and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavioral outcomes for all students. We also emphasize Social Emotional Learning, including leadership and lifeskill dev., school-wide to enhance personal-social skill development, address self-esteem, self-identity, emotional development, student responsibility, social expectations, decision-making, effective communication, effective relationships and resolving conflicts without violence. Students, parents, teachers and the community are encouraged to be involved in goal setting, curriculum planning and other safe school activities. Students, staff, and parents have a strong sense that what happens to the school "is my concern," and consider Forest Ranch Charter part of their community. Staff and parents are involved in decision making and policy formation. There is a weekly mini newsletter/announcement that goes home to all the parents of Forest Ranch Charter. We also have One Call Now, email, school website and multiple social media outlets to enhance school to home communication. Police and fire representatives participate in safety reviews of the campus, make presentations to students and staff, and assist staff in responding more effectively to school security and safety classes. Curriculum and special programs are designed and modified to address issues relevant to our student population. Staff members receive in-service training to meet the ever-changing needs of our students and society.

c. Discipline

Staff members respond fairly and consistently to violations including disciplinary issues and criminal infractions. Consequences for violating behavioral and academic expectations are fair, known to all and understood by students, staff and parents. Disciplinary practices involve active participation of all staff, involve students in problem-solving situations and focus on the cause of problems, not only the symptoms. discipline is a developmental process, not merely a punitive reaction. We use a continuum of strategies for effectively managing/redirecting unwanted student behavior. It is data driven and focuses on logical consequences and teaching appropriate behaviors. We focus on development of skills and prevention of negative behaviors through use of our school wide Positive Behavior Plan. Under prevention the following areas are addressed; school wide environment, family educations/support, strategies and supports for at risk students, faculty support and staff training.

d. Internal Security Procedures

School buildings and classrooms are well maintained and attractive, free of physical hazards, and designed to prevent criminal activities. Classrooms have an appropriate amount of space for the student-teacher ratio and are decorated in an interesting manner. Decorations and storage recommendations follow the State Fire Marshal's guidelines. The School Safety Team meets quarterly or as needed to monitor campus safety and to develop a plan to resolve potentially unsafe situations. An emergency guide identifies procedures to follow during an emergency and is posted permanently in every room

e. Support Services

Community support agencies such as mental health, Far Northern Regional Center, child protective services and juvenile probation, assist in school matters when needed. They also coordinate with families as necessary to provide needed services to students and their families. These include, but are not limited to, child care, parenting classes, support groups, clothing and food.

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

All FRCS support staff, faculty, and administration are mandated reporters and are required by law to report all known or suspected cases of child abuse or neglect. All staff are trained yearly through use of the California Child Abuse Mandated Reporter Training. School Personnel often play a critical role in the early detection of child abuse. It is crucial that school personnel not hesitate to report suspicious injuries or behavior because the immediate investigation of a law enforcement agency or welfare department may save a child from repeated abuse.

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

Forest Ranch Charter School will take all necessary measures to keep students, staff and visitors safe in the event of a disaster. FRCS's Crisis Response plan is shown in Appendix C and accomplishes the following:

- Incorporates strategies of the Incident Command System, the Standardized Emergency Management System and the National Incident Management System.
- Maps out specific evacuation procedures within the school building disaster plan.
- Provides guidance for emergency response to a variety of potential hazards and incidents, including duck and cover procedures following an earthquake.
- Identifies emergency response training and exercise opportunities for students and staff.

Public Agency Use of School Buildings for Emergency Shelters

Forest Ranch Charter School is a designated emergency shelter for the American Red Cross. In addition, the Butte County Office of Emergency Management has designated FRCS as a public assembly point for fire.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Forest Ranch Charter School has a very detailed suspension and expulsion policy. The entire policy (Board Policy #3050) can be found on our website under the Board Policies tab. This policy lays out grounds for suspension and expulsion as well as process and personnel responsible. In addition it discusses student, staff rights as well as detailed procedures for suspension, expulsion, complaint and due process.

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

Teachers are trained annually in the summer surrounding FRCS Comprehensive Safety Plan including our Positive Behavioral Intervention and Support Program, accompanying disciplinary practices, suspension and expulsion procedures and access to student records. FRCS administration shall provide to its' teachers information on each pupil who has:(1) during the previous three school years, engaged in any suspendable or expellable act (E.C.48900 (h)) or (b) committed a crime reported to FRCS by a family member, local law enforcement, Probation Department or social services. This information is used to develop awareness, assigning appropriate discipline consequences, help in allocating resources, and is a factor in determining which services are provided to the pupil or recommended to the parent/guardian.

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

FRCS has a detailed Uniform Complaint Policy that includes sexual harassment available on line or in the main office by request. The policy contains dissemination plans, applicable definitions, reporting requirements, investigation procedures, and enforcement regulations. All faculty/staff are trained annually in the identification of and reporting procedures for sexual harassment. In addition our suspension and expulsion policy covers consequences for student to student sexual harassment.

Any student who feels that he/she is being harassed should immediately contact the School Compliance Officer. The Governing Board designates the following compliance officer(s) to receive and investigate complaints and to ensure the Charter School's compliance with law:

Executive Director
Forest Ranch Charter School
15815 Cedar Creek Road
PO Box 5
Forest Ranch, CA 95942
530-891-3154

Any student who observes an incident of harassment should report the harassment to a school employee, whether or not the victim files a complaint. Employees who become aware of an act of harassment shall immediately report the incident to the School Director/Compliance Officer. Upon receiving a complaint of discrimination or harassment, the Director/Compliance Officer shall immediately investigate the complaint in accordance with school grievance procedures specified in BP 3040, Uniform Complaint Policy and Procedures. Where the Director/Compliance Officer finds that harassment has occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim. The Director/ Compliance Officer shall also advise the victim of any other remedies that may be available. The Compliance Officer shall refer the matter to law enforcement where required.

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

Middle School Dress Code

STUDENT DRESS CODE:

(Cal. Educ. Code §35183) Student dress has been shown to influence behavior and the learning environment. It is expected that all students shall wear clothes that are clean, appropriate, safe and not disruptive to the teaching and learning process.

- There should be adequate coverage of the body, which means that short-shorts, bathing suits, spaghetti straps, single-strap tops, low-cut tops, halter tops, tube tops, undershirts, bare midriffs/crop tops, sheer/lacy garments without a tank top underneath, pajamas, sagging pants, etc., are NOT considered adequate coverage. Undergarments of any kind should not be visible. Shoulder straps must be at least 1" wide.
- Shorts, skirts, and dresses with slits may be worn but must be of reasonable length that shall be defined as no shorter than the knuckles on the student's hand when the arm of the student is held straight down. On dresses with slits, the top of the slits must also conform to the length rule.
- Students should not wear clothing that can be hazardous to them in their school activities, such as lab work, physical education, and art. Grooming and dress which prevent the student from doing their best work because of restricted movement are discouraged, as are dress styles that create a disruption of classroom order.
- Footwear (shoes or sandals) must be worn at all times. Slippers are not appropriate footwear for school.
- Hats and headwear on our campus are viewed as protection from the sun during P.E. or outdoor activities. If wearing a hat during class time becomes a distraction it will be confiscated until the end of the day and that student will lose hat wearing privileges.
- Crude or vulgar lettering or printing, pictures depicting or encouraging drugs, tobacco, alcoholic beverages, racial/ethnic slurs, gang affiliation, or that are sexually suggestive on shirts, sweatshirts, jackets, jewelry, or other wearing apparel are not acceptable.
- Sunglasses are not to be worn in classrooms.

- Students will be participating in P.E. daily. They are required to wear tennis/running shoes during P.E. activities. Students must wear their tennis/running shoes to school or bring a pair to change into. They may keep this pair of shoes in their locker. Make sure to include a couple pairs of socks too!

- P.E. clothes are not to be worn in other classes, except for tennis shoes.

Students and parents are expected to comply with dress standards as they have been established to promote safety and a positive educational environment. Noncompliance by students will result in a possible wardrobe change/conference/disciplinary action.

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

At FRCS we have multiple procedures in place for the safe ingress and egress of school employees, parents, and students including procedures for student drop off, pick up, and early release. In addition, all emergency exits are clearly marked and children routinely practice safe procedures for exiting and entering both the school buildings and the school bus. Our School will take 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 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 other community groups to ensure that the school's immediate community is safe. A large majority of students arrive and leave school in private vehicles. Students should wait for parents to pull up to the loading zone or have their parent/teacher walk them to the car.

A map showing emergency evacuation procedures can be found in Appendix C.

a. Student Pick Up Procedures

For the safety of your children, students will only be released to their parents unless permission is otherwise granted. Any child not going to his/her regular after-school location must have a note indicating where he/she is supposed to go. A note or call is also necessary if you are picking up a child who usually rides the bus. Students may walk or ride their bicycles to and from school after written permission is given to the office.

While FRCS is always concerned about the safety of your children, we can only assume responsibility for students on school property during school hours unless they are participating in a school event or enrolled in the After Care Program. Students who wish to use the playground after school may do so, but they must first leave the school grounds. When they return, they are no longer the school's responsibility.

b. Emergency Closure Procedures

Forest Ranch Charter School Board authorizes the Director or designee to close school or delay the opening in the event of hazardous weather or other emergencies which present threats to the safety of students, school staff members, or school property.

We have a one call automated alert system and an established phone tree system that will immediately be put in place once a course of

action has been determined. When possible, FRCS will notify local TV and radio stations and post information on the school website. Every attempt will be made to provide notification as early as possible in the case of school closure.

c. Visitor/Volunteer Policy

Forest Ranch Charter has a detailed visitor/volunteer policy that can be found in the main office or the

Board Policies section of our website. This policy contains detailed procedures that direct the flow of parents/volunteers/visitors on campus. Volunteers/Visitors must sign in at the office when coming to school during school hours.

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

Component:

COMPONENT 1 People and Programs, The Social Climate, Create a "caring and connected" school climate

We have a multi-tiered Positive Behavioral Intervention and Support Plan that drives practices across campus to enhance learning and positive interaction between students and staff. Positive Behavioral Intervention and Support is a decision making framework that guides selection, integration and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavioral outcomes for all students. We also emphasize Social/Emotional Learning, including leadership, wellness, and lifeskill development school wide to enhance personal-social skill development, address self-esteem, self-identity, emotional development, student responsibility, social expectations, decision-making, effective communication, effective relationships and resolving conflicts without violence. Students, parents, teachers and the community are encouraged to be involved in goal setting , curriculum planning and other safe school activities. Students, staff, and parents have a strong sense that what happens to the school "is my concern," and consider Forest Ranch Charter part of their community. Staff and parents are involved in decision making and policy formation. There is a weekly mini newsletter/announcements that goes home to all the parents of Forest Ranch Charter. We also have a one call school communication service, voicemail, email and website to enhance school to home communication. Community support agencies such as mental health, child protective services and juvenile probation assist in school matters when needed. Police and fire representatives participate in safety reviews of the campus, make presentations to students and staff, and assist staff in responding more effectively to school security and safety classes. Curriculum and special programs are designed and modified to address issues relevant to our student population. Staff members receive in-service training to meet the ever-changing needs of our students and society.

Element:

School Positive Behavior and Intervention Support Program - Increase efficiency and effectiveness of campus-wide PBIS program to provide a safe, caring environment for all learners

Opportunity for Improvement:

Increase percentage of staff trained in multi-tiered PBIS to support students social emotional, academic growth and decrease student behavioral referrals; Provide more group and individual counseling, training, support to students to improve student social skills and decrease negative student behaviors

Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>Improve Faculty/Staff understanding and delivery of PBS procedures.</p>	<ol style="list-style-type: none"> 1. Continue to provide regular training to faculty, staff, volunteers, and parents in PBIS. Provide more advanced training to faculty, staff and volunteers in Tier2 and Tier3 strategies. 2. Choose one target goal and track improvement across campus. 	<ol style="list-style-type: none"> 1. Faculty/Staff peer support team 2. School Director 3. County Office training opportunities 	<p>School Director: Christia Marasco Office Manager: Christy Howell</p>	<p>Training Logs; Track % of regular and substitute staffing trained self evaluation data on target behavior</p>
<p>Improve student use of LifeSkills/social skills and overall student psychological wellness</p>	<ol style="list-style-type: none"> 1. Continue rewards recognition system based on LifeSkills program. 2. Hold weekly Town Hall meetings at the Middle School level that include discussion of campus climate/LifeSkill development 3. Hold monthly Elementary Town Hall meetings surrounding LifeSkill/climate 	<ol style="list-style-type: none"> 1. Parent/Student Survey information 2. Faculty/Staff needs observations 3. Various on-line wellness resources 4. County Office/Mental Health resource materials 5. School Director 	<p>School Director: Christia Marasco Middle School Coord.: Michele Jimenez Elementary Assembly Leader: Katrina Stearns</p>	<p>Log of Monthly LifeSkill Awards Town Hall Meeting Logs</p>
<p>Improve "overall" wellness, academics, and behavioral choices for individual students identified at risk.</p>	<ol style="list-style-type: none"> 1. Provide increased social support to cohorts of students identified as in need, through either one to one counseling/skill development or social skill development groups 2. Include weekly use of SEL program; Mind yeti or other Second Step program all grades 3. Work with team to continue improvements and assess progress of Middle School Wellness Programs 	<ol style="list-style-type: none"> 1. ERM's counselor 2. Services through Butte County Mental Health 3. CUSD school psychologist 4. CUSD speech therapist 5. CUSD resource teacher 6. County Office resource/training opportunities 7. School Director 	<p>CUSD School Psychologist/Resource School Director</p>	<p>Track number of students receiving formal services, behavior plans, CUSD team support, Track classroom implementation minutes per week</p>

Objectives	Action Steps	Resources	Lead Person	Evaluation
Continue to implement computerized tracking of behavioral referrals	<ol style="list-style-type: none"> 1. Train and remind faculty/support staff to record referrals 2. Put referrals into system at least once per trimester 	1. computerized tracking system for referrals	<p>School Director: Christia Marasco</p> <p>Office Manager: Christy Howell</p>	Check percentage of referrals being turned in off reports of negative behaviors; track percentage of referrals in computer.
Continue use of new Second Step SEL materials for K-5 teachers to support use of Mind Yeti and classroom LifeSkill Program.	<ol style="list-style-type: none"> 1. Purchase materials for K-5 teachers that don't have program. 2. Renew subscription to Mind Yeti and offer alternative materials for mindfulness training as needed. 3. Provide push in support to teachers in need monthly on classroom implementation and how to increase student engagement 	<p>Second Step</p> <p>Mind Yeti</p> <p>School Director</p> <p>counselors or School Psychologist</p>	<p>School Director: Christia Marasco</p> <p>MTSS Elementary Lead: Lisa Sellu</p> <p>MTSS Middle School Coordinator: Patricia Hunsicker</p>	<p>Receipts of purchase</p> <p>Log of support sessions</p>
Continue to work with parents, students, and teachers to make improvements to Middle School Wellness program	<ol style="list-style-type: none"> 1. Have multiple meetings with interested Wellness Committee members and other stakeholders to review and improve current offerings. 2. Add item to family and student surveys to access progress and satisfaction. 	<p>Wellness Curriculum</p> <p>School Director</p> <p>School Nurse</p> <p>School Psychologist</p>	<p>School Director: Christia Marasco</p> <p>Middle School Teachers: Patricia Hunsicker and Courtney Daly</p>	<p>Meeting Sign Ins and Minutes</p> <p>Family and Student Survey Data</p>

Component:

COMPONENT 2: Place, The Physical Environment
 Create a positive physical environment that communicates respect for learning and for individuals.

Element:

Physical Grounds: To provide a school environment where students, staff, parents, and community feel safe.

Opportunity for Improvement:

Increase environmental stewardship and campus beautification activities; continue to repair damaged areas on campus as need arises

Objectives	Action Steps	Resources	Lead Person	Evaluation
safe, physical setting for children	<p>1. School Safety Team will meet quarterly and revise information on an as needed basis.</p> <p>2. Physical conditions that could lead to accidental harm (damaged fences, lights, broken glass, etc.) will be corrected and reported to the office manager and facilities secretary.</p> <p>3. All buildings, grounds, and classrooms will be adequately maintained.</p> <p>4. Standard incident reporting procedures are used.</p> <p>5. Require visitors to register in the office before going onto campus.</p> <p>6. Continued collaboration with the Butte County Deputy Sheriff who counsels the community on ways to keep students safe before and after school. Sheriff to visit with students/provide education, support at least monthly.</p>	Facilities service people as needed. local fire and police personnel	<p>School Director: Christia Marasco</p> <p>Office Manager: Christy Howell</p> <p>Facilities Secretary: Samantha Hardy</p>	<p>Monthly facilities checklist, unsafe conditions reports and work order forms</p> <p>Title 19 Fire Inspection data</p>

Objectives	Action Steps	Resources	Lead Person	Evaluation
increase environmental stewardship and campus beautification activities	1. The Forest Ranch School staff, students, parents and community will be encouraged to support and participate in school beautification projects. 2. A school recycling program will be established and maintained. 3. A community garden project under the leadership of teachers/Nutrition/garden staff will promote a healthy awareness of the origin of food and nutritional issues.	CSUC sustainability program local recycling groups OEFA Teachers Cafeteria/Garden Support (Ashlai Wickham)	Teachers Grounds/Garden Support: Ashlai Wickham	track # of projects and teacher's self evaluation measures throughout the year

Component:

COMPONENT 3 Procedures

Create a understanding of safety programs and implementation of procedures.

Element:

Staff Training and Implementation of Procedures

Opportunity for Improvement:

To increase student and staff awareness of emergency procedures,including new safety procedures.

Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>By Oct. 1, 2018 or within 30 days of new hire all employees will be fully trained in all safety procedures.</p>	<ol style="list-style-type: none"> 1. Update staff in disaster preparedness. Periodic emergency response drills for students and staff. Staff to review emergency procedures with students on a regular basis. 2. Training and planning in disaster preparedness (CODE RED) for Forest Ranch Site Response Team, staff and volunteers. 3. Initial and continued training with Injury Illness Prevention Program & all schools Safety Procedures 4. Annual simulation drill for CODE RED response, with school, public safety, and parents. Annual simulation should include practice with transport. 5. Safety programs and implementation of procedures including follow through and check-up on visitor/student release procedures and new CODE RED documentation should be reviewed regularly. 	<p>CDE, CUSD and County training materials</p>	<p>Safety Coordinator: Christia Marasco</p> <p>Office Manager: Christy Howell</p>	<p>Training Logs Drill Logs</p> <p>At the end of each school year we will have a site meeting to evaluate obtainment of our goals. At the same time, we will assess, revise or make additions to the plan as needed.</p>

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

Forest Ranch Charter School Student Conduct Code

a.Guidelines (Rules):

Forest Ranch Charter School has four basic school rules. They are: BE SAFE, BE KIND, TELL THE TRUTH, and TAKE RESPONSIBILITY FOR YOUR ACTIONS. We review these rules frequently and use these to guide adult direction and support for students on the yard and in the classroom. Teachers will also have the responsibility of developing routines and procedures, both in

their classrooms and on school grounds, which will encourage students to follow the basic school rules.

School employees and volunteers will help promote these rules by modeling them at all times.

b. Specific(Rules):

1. Forest Ranch Charter School is a healthy environment and is therefore a tobacco, alcohol, drug,

weapons and violence free school.

- Inappropriate use of electronic devices on campus is prohibited.
- Students take pride in their school by keeping the grounds, building, and facilities free from

litter, damage, theft, or vandalism.

* A complete list of playground rules is available in the front office.

c. Behavioral Expectations

Students and staff feel physically and psychologically secure from physical or verbal attacks. The dignity and heritage of each person is affirmed and respected. Students and staff are concerned about what happens to each other. Students and staff accept ownership and responsibility for what happens at school. Expectations are clearly stated and known to everyone. Rules are realistic, practical, fair and consistently enforced. The entire school community participates in developing behavioral expectations. The school models high moral standards, sends positive messages to students and shows that the school/community expects the best effort and performance from everyone. Learning and productivity are valued and success is encouraged of both students and staff.

Conduct Code Procedures

a. Continuum for Discouraging Problematic Student Behaviors

While we work hard to head off inappropriate behavior through prevention and teaching, there are times when consequences are necessary to protect the student and those around him/her. Whenever possible, we use positive strategies and then logical or natural consequences. Each child and situation is unique, therefore, we implement and train our staff to utilize a range of consequences appropriate to individual situations.

b. Our Intervention Continuum is as follows:

Cool Down/Redirection Examples:

- Removing the student from the group within the room, outside the room, or in another classroom

provides this cooling down period.

- Having the student take a short break/walk or visit the office can provide the same cooling down

time

- Each classroom is equipped with a cool down area where the teacher may recommend or the

child may elect to go for a “break” or “cool down”

Level 1 Infractions & Consequence Examples:

Delivered for minor infractions in which a warning was not effective.

- Time away from the activity until compliance can be demonstrated
- Fix it ticket is written and given to the student
- Review of “social stories”; role play appropriate behavior
- Referral to office for problem solving

- The student is asked to write a note of apology
- The student may be asked to participate in community service at recess

Level 2 Infractions & Consequence Examples:

Possible infractions might include repeated offenses of name calling or exclusionary behavior, open

defiance, breaking rules, repeated disruption of class, etc.

- Fix it ticket is written and given to the student
- A letter may be sent home
- A call home may be made to discuss the problem with parents/guardians
- Loss of privilege for a period of time or loss of recess
- Completing a learning module on appropriate behavior and preparing a written improvement

plan

Level 3 Infractions & Consequence Examples:

These are more serious infractions and will involve the teacher, director and student's family. Level

three consequences would apply to harassment, any behavior that has been nonresponsive to other

interventions, or behavior that could be dangerous to the student or others.

- Parent conference
- Students with repeated, severe behavioral issues may require support through a formal Behavior Intervention Plan (BIP)
- In-school suspension
- Actual suspension and a follow up behavior plan/contract
- Expulsion may be considered or utilized. Some students adopt behaviors that are so

chronically disruptive or dangerous that they can no longer participate in an educational

environment and have to be removed for their well being and/or the well being of others.

NOTE: All suspensions and expulsions will be handled in accordance with the school's policy for

suspension and expulsion, (see Board Policy 3050 at www.forestranchcharter.org or ask the office for a

paper copy).

(J) Hate Crime Reporting Procedures and Policies

Forest Ranch Charter includes hate crimes as part of our Uniform Complaint Procedures and Policy (BP 3040) and also discusses consequences for student lead hate crimes under our Suspension and Expulsion Policy (BP3050). Anyone who witnesses or even suspects a hate crime has taken place is encouraged to report it immediately to the School Director so appropriate actions can be taken.

Safety Plan Review, Evaluation and Amendment Procedures

Forest Ranch Charter School's Comprehensive School Safety plan will be reviewed, evaluated, and amended annually.

Pursuant to Education Code Section 35294.6(a), FRCS adopted this Comprehensive School Safety plan at a regularly scheduled Board meeting on November 19, 2019. There was opportunity for public comment, prior to the plan's adoption.

Safety Plan Appendices

Emergency Contact Numbers

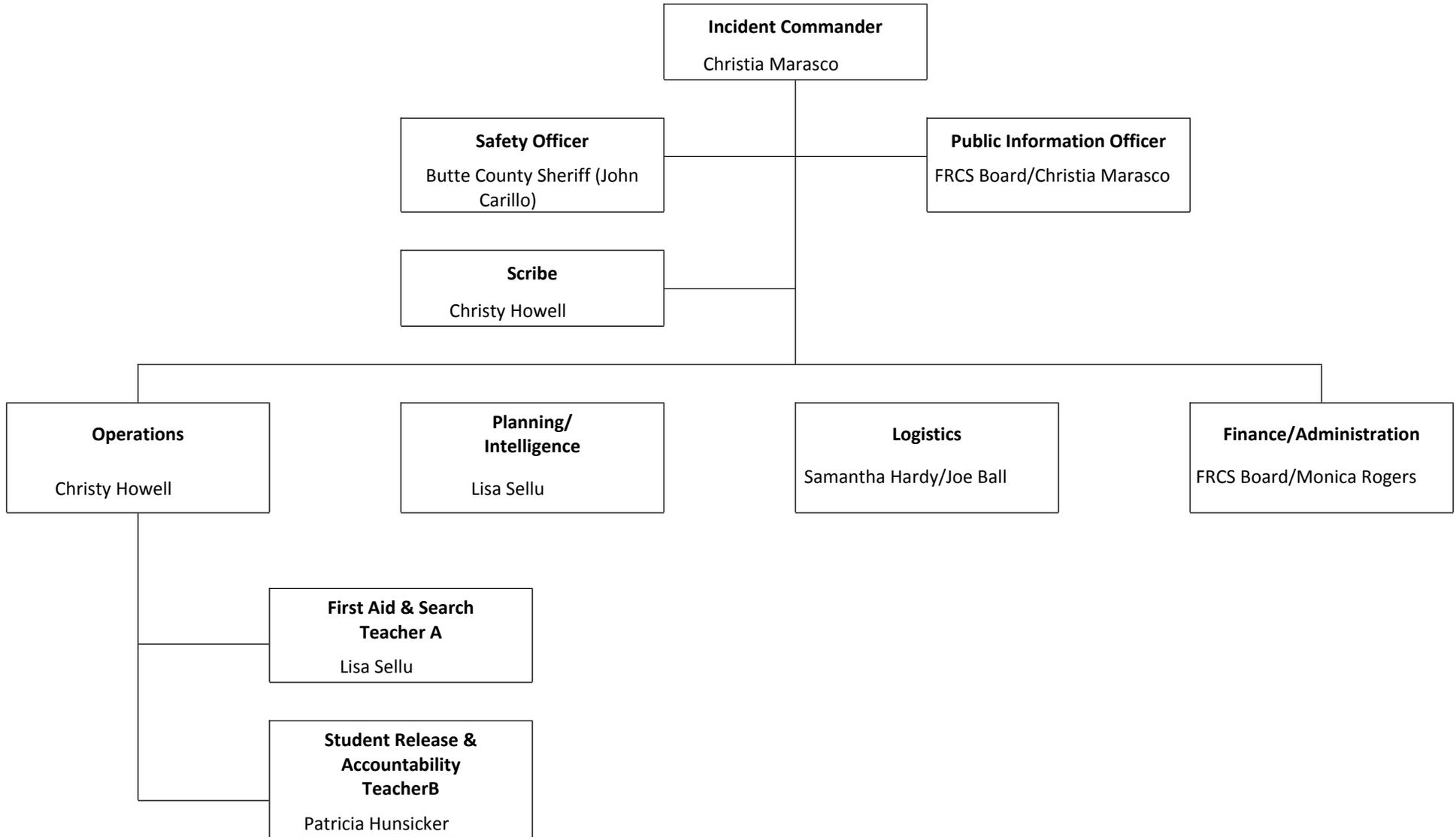
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Butte County Sheriff	(530) 538-7321	
Public Utilities	PG&E	1-800-222-1222	
Local Hospitals	Enloe	(530)332-7300	
School District	CUSD	(530)891-3000	
Other	Poison Control	1-800-222-1222	
Other	Transportation Provider - Cabs for Kids	(530)892-2270	Neva's Cell 624-7365
Other	Child Protective Services	(530)538-7882	
Other	CAL TRANS - Road Conditions	(530)741-4572	
Other	Butte County Public Works - Road Plowing	(530)538-7681	
Other	CDE	(916)445-8765	

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 Committee Meeting	October 2019	We hold three Safety Committee Meetings a year. One responsibility of the Safety committee is to review and help update the Safety Plan. The plan was reviewed and suggestions, based on data, were made for updates.

Forest Ranch Charter School Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

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

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

On site emergency incidents generally will be identified and reported by staff, students, or volunteers on school grounds. Other emergency incidents within the community, generally will be reported to school facility by outside agencies. The FRCS Board has empowered the authorized Incident Commander and any designated Incident Command Team personnel to direct the schools response to emergency situations.

Step Two: Identify the Level of Emergency

Level 1 = Monitor: Minor Event that could negatively affect students, staff, facility

Level 2 = Standby/Alert: A risk exists or about to occur that will impact students, staff, facility. the risk requires a preparatory status to be adopted.

Level 3 = Emergency: Risk is real and requires response

Step Three: Determine the Immediate Response Action

Level 1 = Briefing from IC, maintain 10 minute response action capability, get periodic updates

Level 2 = Briefing from IC, report to a command post, provide input on operational needs, be prepared to initiate tasks or relocate if directed by IC

Level 3 = Briefing from IC, provide for safety of students and personnel, report to command post, execute actions as directed by IC

Step Four: Communicate the Appropriate Response Action

Follow procedures/protocols of the emergency guide charts- located in each room as directed by IC

Types of Emergencies & Specific Procedures

Aircraft Crash

see attached emergency procedures

Animal Disturbance

see attached emergency procedures

Armed Assault on Campus

1. If you are in the area of a crime in progress, do not attempt to apprehend or interfere with the criminal except for self-defense. IF YOU HAVE STUDENTS WITH YOU AND THE ASSAILANT IS IN POSSESSION OF A WEAPON, DIRECT THEM TO DROP, COVER AND REMAIN MOTIONLESS. IN THE EVENT THAT GUNFIRE IS HEARD, EVERYONE SHOULD BE INSTRUCTED TO LIE FLAT ON THE GROUND.

2. If situation permits, make note of details:

Vehicle	Person
License plate #	Height
Type of vehicle.	Weight
Color of vehicle.	Color of hair
Damage to vehicle.	Color of clothing
Occupants.	Weapons
Gender/race	

3. Contact the principal's office. give your name and location and advise them of the situation. The office will call 911, and then CUSD office at 891-3000.

4. If necessary, render first aid.

5. Teachers may be notified via voice signal, e-mail, or runner to follow the CODE RED (lockdown) Procedure.

6. Refer all media questions and contacts to the Principal's Office at 891-3154.

See also; Active Shooter, end of document

Biological or Chemical Release

See; Hazardous Materials Incident, end of document

Bomb Threat/ Threat Of violence

see attached emergency procedures

Bus Disaster

We have specific training with contract bus company of how to proceed in a bus emergency. The bus driver is the Incident Commander and has trained the students in safe bus evacuation procedures including exiting the bus and moving to the side of the road away from oncoming traffic and keeping the younger students safe.

Disorderly Conduct

See; Civil/Student Disturbance or Crisis Intervention, end of document

Earthquake

see attached emergency procedure

Explosion or Risk Of Explosion

see attached emergency procedure

Fire in Surrounding Area

see attached emergency procedures

Fire on School Grounds

All people on campus respond to alarm by evacuating to designated spots on black top

Group roll call procedure conducted to determine if everyone is accounted for

911 called immediately if phone can be safely reached

Wait for instructions/clearance from fire personnel and site incident commander

Flooding

see attached emergency plans

Loss or Failure Of Utilities

Assess situation

Institute a stand by emergency procedure with staff in assigned positions

Institute phone tree/One Call Now and evacuate campus if necessary

When power is out TOILETS CAN NOT BE FLUSHED

Motor Vehicle Crash

Assess situation

Call 911 if necessary

Provide any necessary first aid/CPR

Document incident

Psychological Trauma

See; Crisis Intervention, End of Document

Suspected Contamination of Food or Water

Contact School Nurse or 911 if applicable

Contact Public Health for instructions

Document Incident

Unlawful Demonstration or Walkout

see civil/student disturbance

Emergency Evacuation Map