



# Opportunities For Learning

## Public Charter Schools

Opportunities for Learning-Duarte

Comprehensive School Safety Plan

2026-2027

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## **Section I: Comprehensive School Safety Plan Overview**

The California Constitution guarantees California children the right to attend public schools that are safe, secure, and peaceful. The California Department of Education (CDE), public school districts, county offices of education (COEs), and schools and their personnel are responsible for creating learning environments that are safe and secure.

In accordance with California *Education Code (EC)* Section 47605(c)(5)(F)(ii) and the Opportunities for Learning - Duarte ("Charter School") charter petition, the Charter School's School Safety Team, with the support of various school stakeholders, has developed and will maintain this Comprehensive School Safety Plan (CSSP). The School Safety Team shall identify appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with existing laws related to school safety, including, but not limited to, all of the following:

- Child abuse or neglect reporting procedures
- Routine and emergency disaster procedures
- Suspension/Expulsion policies and procedures
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policy
- Schoolwide dress code
- Procedures for safe ingress and egress
- Policies and procedures to maintain a safe and orderly environment conducive to learning
- The rules and procedures on school discipline
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions
- Procedures to assess and respond to reports of any dangerous, violent, or unlawful activity

- Procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or similar life-threatening emergency while on school grounds
- Procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or similar life-threatening medical emergency while on school grounds.
- A protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose.
- An Instructional Continuity Plan (ICP) for when in-person instruction is disrupted due to an emergency
- Procedures specifically designed to notify parents/guardians, teachers, administrators, and school personnel when the school confirms the presence of immigration enforcement at the school

The Charter School will review and update the Comprehensive School Safety Plan by March 1<sup>st</sup> of every year in compliance with Education Code Section 47605(c)(5)(F)(iii).

The official version of the Charter School's policies are contained in the Student Handbook. To the extent there are any inconsistencies between this Comprehensive School Safety Plan and the Student Handbook, the version in the Student Handbook shall control.

## **Section I: Comprehensive School Safety Plan Overview**

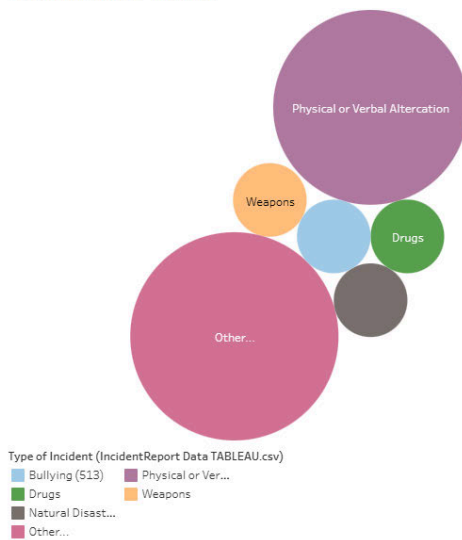
### **Part I: Assessment of Current School Safety**

*Governing Law: EC §32282(a)(1) – Assessing the current status of school crime committed on school campuses and at school related functions.*

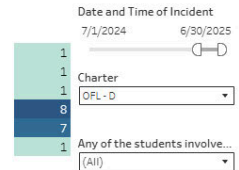
School related incident data is collected and recorded at the time of the incident. The chart below provides a snapshot of this data for the 2024/2025 school year. This data is used by school leadership to determine the current state of school safety and may implement new safety measures where applicable.

#### INCIDENT REPORT & DISCIPLINARY ACTIONS OVERVIEW

Incident Types - Bubble



Incident Types - Chart



## **Section 2: Mandated Reporter and Child Supervision and Protection Procedures**

### **Part 1: Mandated Reporter Reporting Procedures**

*Governing Law: EC §32282(a)(2)(A) – Child abuse or neglect reporting procedures consistent with Article 2.5 (commencing with Section 11164) of Chapter 2 of Title 1 of Part 4 of the Penal Code.*

#### **What Actions May Constitute Child Abuse**

Child abuse or neglect can be any of the following:

- **Physical Abuse:** Physical injury or death inflicted on a child by another person other than by accidental means.
- **Sexual Abuse:** Sexual assault or sexual exploitation as defined in California Penal Code Section 11165.1.
- **Neglect:** The negligent treatment or maltreatment of a child by a person responsible for the child's welfare under circumstances indicating harm or threatened harm to the child's health or welfare, whether the harm or threatened harm is from acts or omissions on the part of the responsible person. (See California Penal Code Section 11165.2)
- **Unlawful Corporal Punishment or Injury:** The willful infliction upon a child of any cruel or inhumane corporal punishment or injury resulting in a traumatic condition. (See California Penal Code Section 11165.4)
- **Willful Harming or Injuring of a Child or Endangering of the Person or Health of a Child:** A situation in which any person willfully causes or permits any child to suffer, or inflicts thereon, unjustifiable physical pain or mental suffering, or having the care or custody of any child, willfully causes or permits the person or health of the child to be placed in a situation in which his or her person or health is endangered. (See California Penal Code Section 11165.3)

## **Section 2: Mandated Reporter and Child Supervision and Protection Procedures**

### **Part 1: Obligations of a Mandated Reporter**

A list of persons whose profession qualifies them as “mandated reporters” of child abuse or neglect is found in California Penal Code Section 11165.7. It includes all Charter School teachers, employees, administrators, and athletic coaches. All persons hired into positions included on the list of mandated reporters are required, prior to commencing employment and as a prerequisite to that employment, to be provided with and sign a statement informing them that they are a mandated reporter and of their obligations to report suspected cases of abuse and neglect pursuant to California Penal Code Section 11166.5.

All persons who are mandated reporters are required to receive annual training on mandated reporter requirements pursuant to California Education Code Section 44691(c). Employees must provide proof of completing this training within the first six weeks of each school year or within the first six weeks of that person’s employment. Unless otherwise specifically provided, the absence of training shall not excuse a mandated reporter from the duties imposed by this article.

Volunteers whose duties require direct contact with and supervision of children are not mandated reporters but are encouraged to obtain training in the identification and reporting of child abuse and neglect and are further encouraged to report known or suspected instances of child abuse or neglect to an agency specified in Section 11165.9. The Charter School encourages employees to provide volunteers whose duties require direct contact with and supervision of children with training in the identification and reporting of child abuse and neglect.

It is extremely important that all Charter School employees understand their obligations as mandated reporters in order to protect students from child abuse or neglect, including sex offenses.

All persons who are mandated reporters are required, by law, to report all known or reasonably suspected cases of child abuse or neglect. It is not the job of the mandated reporter to determine whether the allegations are valid. If child abuse

or neglect is reasonably suspected or if a student shares information with a mandated reporter leading him/her to believe abuse or neglect has taken place, the report must be made. Reasonable suspicion exists when it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing, when appropriate, on the person's training and experience, to suspect child abuse or neglect. Reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect; any "reasonable suspicion" is sufficient. No supervisor or school administrator can impede or inhibit a report or subject the reporting person to any sanction. A mandated reporter's failure to report an incident of suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or fine.

To make a report, an employee must contact an appropriate local law enforcement or county child welfare agency, listed below. The mandated reporter's legal obligation is not satisfied by making a report of the incident to a supervisor or other Charter School official.

An appropriate law enforcement agency may be one of the following:

- Sheriff's Department or Police Department (not including a school district police department or school security department).
- A County Probation Department (if designated by the county to receive child abuse reports).
- A County Welfare Department/County Child Protective Services.

The mandated reporter must make an initial report by telephone immediately, or as soon as practicably possible, and must send a written follow up report to the same agency contacted via telephone within 36 hours of receiving the information concerning the incident. If, after reasonable efforts, a report cannot be made immediately over the telephone, then an initial report may be made via email or fax in accordance with California Penal Code Section 11166(b). The report must include the name, business address, and telephone number of the person making the report, the capacity that makes the person a mandated reporter and the

information giving rise to the knowledge or reasonable suspicion of child abuse and the source(s) of that information, as well as the following information (if known): the child's name, address, present location, and, if applicable, school, grade, and class; the names, addresses, and telephone numbers of the child's parents or guardians; and the name, address, telephone number, and other relevant personal information about the person or persons who the mandated reporter knows or reasonably suspects to have abused or neglected the child.

The Charter School staff may refer to the [California Mandated Reporter Easy Steps](#) for local department contact information as well as the [Suspected Child Abuse Report form](#).

**Section 2: Mandated Reporter and Child Supervision and Protection Procedures**  
**Part 2: Child Supervision and Protection Procedures**

*(Required by Education Code § 32282; Effective July 1, 2026)*

The school has adopted supervision standards to establish consistent procedures that ensure all students are properly supervised and protected from potential child abuse, neglect, or sex offenses occurring on campus, during school activities, or under school supervision.

**Active Supervision:**

Staff must maintain active, line-of-sight supervision of students during instructional and non-instructional times, including transitions, lunch, and during extracurricular events.

- **Staff-to-Student Ratios:**

Schools will maintain supervision ratios that meet or exceed state and local guidelines (e.g., at least one certificated or classified employee per 20 students during unstructured time).

- **High-Risk Areas:**

Principals will assign staff to regularly monitor less visible areas such as restrooms, hallways, parking lots and site perimeters.

- **Sign-In/Out Procedures:**

All students leaving or entering campus during the school day must be wearing their student lanyard and checked in by authorized school personnel.

2. Staff Screening and Training

- **Background Checks:**

All employees and support providers with direct contact with students must complete DOJ/FBI background clearance before beginning service.

- **Annual Training:**

All staff shall receive annual training in:

- Mandated Reporter requirements under Penal Code § 11165.7

- Identifying signs of abuse or neglect
- Professional boundaries with students
- Reporting procedures and confidentiality
- **Specialized Training:**  
Administrators, counselors, and program leads/coaches may complete advanced training in trauma-informed response and student disclosure protocols.

### 3. Student Protection Procedures

- **Access Control:**  
Visitors must check in with valid ID, wear a visitor badge while on campus, and be escorted by staff if necessary.
- **One-on-One Interactions:**  
Staff will avoid being alone with a student in non-observable locations. Doors will remain open or have unobstructed windows when private meetings are necessary.
- **Restroom Supervision:**  
Staff shall ensure periodic monitoring of these areas while maintaining student privacy, including during extracurricular activities such as Sports and Field Trips.
- **Electronic Communication:**  
Employees must use school-approved communication channels for all student contact; no personal texting or social media interactions.

### 4. Reporting and Response

- **Mandated Reporting:**  
Any employee who knows of or reasonably suspects child abuse or neglect must immediately contact Child Protective Services or local law enforcement per Penal Code § 11166, followed by internal notification to administration.

- **Documentation:**  
Reports will be confidentially logged using the school's Incident Report System.
- **Follow-Up and Support:**  
Administrators will ensure student safety, provide counseling support, and cooperate fully with appropriate investigating agencies.
- **Prohibition of Retaliation:**  
Retaliation against any person making a good-faith report is strictly prohibited.

## 5. Prevention and Education

- **Student Education:**  
Schools shall incorporate age-appropriate lessons on personal safety, boundaries, and reporting unsafe behavior (aligned with Health Education Standards).
- **Parent Awareness:**  
Annual notifications will inform parents/guardians of mandated reporter laws, volunteer clearance requirements, and reporting avenues. Some Parent Notifications may be included in the Student Handbook.

## 6. Plan Review and Monitoring

- **Annual Review:s**  
The school safety team will annually review these procedures as part of the CSSP update cycle.
- **Incident Audit:**  
Administration will track and analyze incidents related to supervision or abuse to improve prevention and response.
- **Continuous Improvement:**  
Findings and recommendations will be presented to the governing board during the annual CSSP review meeting.

### **Section 3: Routine and Emergency Disaster Procedures**

*Governing Law. EC §32282(a)(2)(B) – Disaster procedures, routine and emergency, including adaptations for pupils with disabilities in accordance with the federal Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12101 et seq.). The disaster procedures shall also include [the topics listed in EC 32282(a)(2)(B)].*

#### **School Building Disaster Plan**

The Charter School will take all necessary measures to keep students, staff and visitors safe in the event of a disaster. The Charter School's school building disaster plan includes emergency procedures and drills for the following situations that have been developed in collaboration with first responders and community partners:

- Fire
- Relocation/Evacuation
- Bomb Threat
- Bioterrorism/Hazardous Materials
- Earthquake
- Flood
- Power Failure/Blackout
- Intruders/Solicitors
- Weapons/Assault/Hostage
- Explosive Device Threat
- Gas/Fumes
- Suspicious Mail/Packages
- Mass Care and Welfare Shelter Procedures

## **Section 3: Routine and Emergency Disaster Procedures**

### **Part 1: Fire**

#### **Procedures for Active Fire in School Building**

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

- Call 9-1-1 to report a fire, stay on the line and give specific information (name, address of school or facility).
- Utilize a manual pull station located throughout the Charter School's campus to activate the building fire alarm system. Evacuate the building when you hear an alarm.
- In the event of a small fire, notify 9-1-1 and then use the nearest fire extinguisher to control the fire if you have been trained in its use.
- Do not attempt to fight large fires. Call 9-1-1 and evacuate the building.
- Assist students in building evacuation and proceed to the outdoor school evacuation area or areas. Staff who keep attendance logs (Teachers, SES, SGI Teachers, Tutors) are responsible for taking their Attendance Log and school-issued cell phone (if applicable). Designated staff members are responsible for collecting the Emergency Contact Binder, Visitors and Vendors sign-in sheets, and taking the Emergency Preparedness Bin prior to evacuation.
- When evacuating buildings walk, do not run.
- Do not use elevators for building evacuation or in an emergency.
- If heavy smoke is present, crawl or stay near the floor for breathable air.
- Assist any individuals who would have physical problems evacuating the building. Stay in the designated Outside Evacuation area and account for all personnel and students. Do not block fire lanes or areas used by the fire department.
- Do not re-enter the building until authorized by the fire department or the Principal/Principal Designee. If the fire is off site, wait for instructions from the Principal/Principal Designee or Emergency Operations Center ("EOC").

- In the event of an evacuation order by local authorities due to a fire (e.g., wildfire), use the following procedure:

### **Procedures for Fire-Related Evacuation Orders and Coordination with Operational Area**

In accordance with California Education Code Section 32282(a)(2)(B)(i)(III), the Charter School will establish a procedure to identify appropriate refuge shelter for all pupils and staff to be used in the event of an evacuation order by local authorities and to notify the operational area having jurisdiction within the school's boundaries of this identified refuge, in order to first prioritize the safety of pupils and staff, and then the defense of that structure in the event of a fire. Each resource center will work with the local fire department to jointly identify a suitable refuge shelter.

The Charter School will develop a communication and evacuation plan, to be used in the event of an early notice evacuation warning, that allows enough time to evacuate all pupils and staff.

If a school site is in a high or very high fire hazard severity zone (identified pursuant to Government Code Section 51178 or Public Resources Code Section 4204), the Charter School will coordinate the procedure with the operational area having jurisdiction within the school site's boundaries.

The following is the Charter School's decision process to determine whether an evacuation order is appropriate:

- **Identify Immediate Danger:** If there is an active fire or imminent danger (smoke, visible flames, fire alarm activation) within the building, an immediate evacuation is the default response. Teachers are trained to evacuate students immediately upon hearing the alarm or seeing smoke/fire.
- **Principal Assessment:** The Principal or designee assesses life and safety issues immediately. They gather information on the location, magnitude, and potential duration of the fire or threat.

- **Coordination with Fire Department:** The school calls 911 immediately. Fire officials at the scene have the final authority to order, modify, or cancel an evacuation based on the fire's behavior, wind conditions, and terrain.
- **External Evacuation Orders:** The school must comply with evacuation orders issued by local authorities (police or fire departments) for the surrounding area, such as during a large-scale wildfire.
- **Risk Evaluation:** For external threats like wildfires (where danger might not be immediate but potential is high), the crisis team considers several factors in coordination with local agencies:
  - Proximity of the fire and potential for rapid spread.
  - Air quality index (AQI) levels and smoke impacts.
  - Wind levels and weather forecasts.
  - Road closures or traffic issues that might impede a safe evacuation
  - Availability of safe evacuation routes and refuge shelters

The following are key decision factors to ensuring the immediate safety and well-being of all students and staff:

- **Immediate Threat:** Direct evidence of fire or smoke on the premises triggers an automatic, immediate evacuation.
- **Official Mandate:** An evacuation "order" from the fire department or law enforcement indicates an immediate threat to life and must be followed without delay.
- **Consultation:** Decisions regarding larger, less immediate threats (like distant wildfires) involves consultation with local health and safety agencies, using guidance from sources like the California Department of Public Health.

### **Section 3: Routine and Emergency Disaster Procedures**

#### **Part 2: Relocation/Evacuation**

In an Emergency Building Evacuation, all non-teaching employees will:

- Upon emergency alert, secure work area and depart/report to assigned area.
- Staff who keep attendance logs (Teachers, SES, SGI Teachers, Tutors) are responsible for taking their Printed Daily Attendance Log and school-issued cell phone (if applicable). Designated staff members are responsible for collecting the Emergency Contact Binder and any Visitors and Vendors sign-in sheets prior to evacuation. The school site designated Site Emergency Liaison staff member is responsible for taking the Emergency Preparedness Bin.
- Perform duties as assigned by the Principal/Principal Designee in cooperation with emergency services personnel.
- DO NOT re-enter the building without permission or request of emergency service authorities. Remain in the general Outside Evacuation areas and calm students if not assigned another duty.
- When signaled to re-enter safe areas of the school, quickly do so.
- Upon safe re-entry, report anything amiss.

In an Emergency Building Evacuation teachers will also:

- Upon alert, assemble students for evacuation using designated routes and account for all students.
- Upon arrival at the Outside Evacuation area, account for all students.
- Secure medical treatment for injured students.
- Report any students missing or those with serious injuries.
- Stay with and calm students.
- If signaled to re-enter school, assure students do so quickly and calmly.
- Account for all students upon re-entry.
- Debrief students to calm fears about the evacuation.

## **Section 3: Routine and Emergency Disaster Procedures**

### **Part 3: Explosive Device Threat**

Response to an explosive device threat is initiated upon the discovery of a suspicious package or device on campus grounds or a threatening message received by phone, email, social media, or other means that may present a risk of an explosion. Actions taken are to maximize the safety of students, staff, and others on campus. Anyone receiving an explosive device threat should strictly follow the procedures below and not discuss or notify others of the threat since this may create an unwarranted panic response at the facility.

#### **Threat Received by Phone**

- The call taker should attempt to keep the caller on the telephone as long as possible and alert someone else to call 9-1-1. If possible, try to determine the gender and age of the caller. The call taker should immediately inform the Principal /Principal Designee. The call taker should aim to record and gather information about the caller, evaluating the caller's voice and background noise for distinguishing characteristics.
- The staff member calling 9-1-1 informs the operator of:
  - Nature of threat on phone line
  - Name and address of school
  - Phone number of phone line receiving threat
  - Name and contact information of staff member
  - Phone number displayed for caller
  - Any other information requested by law enforcement
- The Principal/Principal Designee, in consultation with law enforcement officers, will determine if buildings should be evacuated at any time during the incident.

#### **Threat Received by Other Means**

- If an explosive device threat is received via letter, email, social media or other means, the Principal/Principal Designee will consult with Law Enforcement to determine a course of action. The Principal/Principal Designee will make the appropriate notifications and take other actions as necessary.

### **Suspicious Object**

- If you observe a suspicious object or potential bomb on property, DO NOT HANDLE THE OBJECT. IMMEDIATELY NOTIFY 9-1-1, the Site Emergency Liaison, the Assistant Principal, and the Principal/Principal Designee.
- If a suspicious package or other object is found on or adjacent to campus, the Principal/Principal Designee should be immediately alerted. The Principal/Principal Designee will consult with Law Enforcement to determine a course of action. The Principal/Principal Designee will make the appropriate notifications and take other actions as necessary.
- No attempt should be made by school staff to investigate or examine a discovered suspicious object.
- Suspend use of radios, walkie talkies, and cell phones unless absolutely necessary to use such items. Frequencies used by these items may inadvertently trigger an explosion.

### **Notification Procedures**

Communicate the above information to the following in this order:

- Site Emergency Liaison
- Assistant Principal
- Principal/Principal Designee

The Principal/Principal Designee will notify local law enforcement and the Director of Schools.

Strictly follow the above notification procedures and do not discuss or notify others of the bomb threat since this may create an unwarranted panic response at the facility.

### **Action Plan Procedures**

If the location of the bomb is not specifically designated, students will be kept in the

classroom.

The Principal/Principal Designee will make the decision to evacuate the building. However, if possible, this decision should be made in conjunction with law enforcement authorities after they arrive at the site.

Before law enforcement arrives, Charter School staff and students should not search for any explosive(s). Staff may search only for people who should be evacuated. The decision to search the building for any explosive(s) will be made in conjunction with law enforcement authorities and performed by them.

Re-entry into an evacuated building will be authorized by the Principal/Principal Designee only after consulting with law enforcement authorities.

### **Section 3: Routine and Emergency Disaster Procedures**

#### **Part 4: Bioterrorism/Hazardous Materials**

##### **Bioterrorism**

Biological and chemical weapons are unconventional warfare tactics that can be deployed upon the public with little or no notice. Such weapons typically involve microscopic materials that may be organic or synthetically manufactured in laboratories. Biological or chemical weapons can be in powder form, liquid, or vaporous. Agents used in biological/chemical attacks include, but are not limited to: anthrax, smallpox, other harmful viruses, various forms of nerve gas, tear gas, and other vaporous irritants. Pranks using stink bombs should also be considered a chemical weapons attack.

There are several possible dispersion techniques to deliver biological and chemical agents. The following procedures should be utilized in the event of an assault involving biological or chemical weapons.

Any possible biological/chemical weapons assault should be reported immediately to the Principal/Principal Designee.

The Principal/Principal Designee should notify law enforcement authorities immediately. As necessary, alert all site employees of the situation.

If the agent is delivered via aircraft:

- All staff and students should be moved indoors.
- Keep students inside and take roll.
- Close and secure all doors and windows.
- Ensure that the HVAC is shut down.
- Cover vents with plastic or thick paper using tape to create a seal.
- Inspect all windows and doors for cracks, gaps, or holes. Cover any with plastic or thick paper using tape to create a seal.
- Remain in this area until notified to leave by the Principal/Principal Designee

or officers of emergency response agencies.

- Immediately report any injuries or illnesses to the Principal/Principal Designee or officers of emergency response agencies.

If the agent is delivered via dispersion device that is outdoors:

- All staff and students should be moved indoors.
- Keep students inside and take roll.
- Close and secure all doors and windows.
- Ensure that the HVAC is shut down.
- Cover vents with plastic or thick paper using tape to create a seal.
- Inspect all windows and doors for cracks, gaps, or holes. Cover any with plastic or thick paper using tape to create a seal.
- Remain in this area until notified to leave by the Principal/Principal Designee, or officers of emergency response agencies.
- Immediately report any injuries or illnesses to the Principal/Principal Designee or officers of emergency response agencies.

If the agent is delivered via dispersion device that is indoors:

- The Principal/Principal Designee shall order that all staff and students be evacuated to the school's normal Outside Evacuation area unless that area may be affected by the assault. Roll call should be taken.
- Remain in this area until notified to leave by the Principal/Principal Designee or officers of emergency response agencies.
- The HVAC system should be shut down.

If the agent is delivered via the school's HVAC system:

- The Principal/Principal Designee shall order that all staff and students be evacuated to the school's Outside Evacuation area unless that area may be affected by the assault. Roll call should be taken.
- Remain in this area until notified to leave by the Principal/Principal Designee or officers of emergency response agencies.

- The HVAC system should be shut down.

In any situation involving biological or chemical weapons the Principal/Principal Designee and staff must follow all instructions given by officers of emergency response agencies.

### **Hazardous Material Incident**

If a hazardous material incident occurs off site, stay indoors and close all doors and windows (referred to as taking “Shelter in Place”). If possible, determine the location of the spill in relation to school site buildings. Notify the Principal/Principal Designee of the incident and notify 9-1-1 if necessary.

If a hazardous material incident occurs indoors, block off all areas impacted by the incident. Do not come into contact with any impacted areas. Close all windows and doors, and turn off air conditioning systems. Notify the Principal/Principal Designee and notify 9-1-1 of the Incident if necessary. The Principal/Principal Designee, in consultation with emergency services as necessary, will determine if the building or parts of the building should be evacuated. When determining whether evacuation is necessary, ensure that people will not be evacuated to an area which may have been impacted by the incident.

If a hazardous material incident occurs outdoors at a school site, move away from buildings, poles, and overhead wires. Notify the Principal/Principal’s Designee and notify 9-1-1 if necessary. If it is necessary to leave the site, avoid moving directly with or against the wind if possible.

Follow all instructions given by the Fire Department or other emergency services when they arrive at the facility.

## **Section 3: Routine and Emergency Disaster Procedures**

### **Part 5: Earthquake**

The Charter School's earthquake emergency procedure system is developed in accordance with California Education Code Section 32282(a)(2)(B)(i)(I).

#### **Before an Earthquake:**

Charter School students and staff will be made aware of, and properly trained in, the Charter School's earthquake emergency procedure system. A drop procedure practice shall be held at least once per semester.

#### **During an Earthquake:**

##### Indoors – Drop Procedure

DROP, COVER, AND HOLD.

Move away from windows and objects that could fall or break. Take cover under a desk, table, or interior wall. Drop to your knees. Protect your head with your arms and have your back to any windows. Hold position until shaking stops. If necessary, the Principal/Principal Designee will order evacuation of the building after the initial shaking stops.

##### Indoors – Drop Procedure Students with Mobility Device

LOCK, COVER, and HOLD

Roll the wheelchair into an area of the classroom with structural protection that is away from any windows.

- Lock wheels.
- Cover head and eyes to best of ability.
- Rescuers need to drop, cover, and hold on, too.

##### Outdoors

Move away from buildings, utility poles, vehicles, and overhead wires. Avoid all down wires or electrical lines. Do not run. Crouch low to the ground or lie down, protect your

head with your arms, and hold position until initial shaking stops. Be prepared to duck and cover again and be aware of any dangers occurring from the initial shaking.

#### In School Bus

Stop the vehicle in a safe location away from power lines, overpasses, or large buildings. Stay in the vehicle and establish radio contact with Transportation and/or E.O.C.

#### **After an Earthquake:**

Be prepared for immediate aftershocks and ground motion.

Evaluate immediate area for earthquake related hazards (fire, building collapse, gas leaks, broken electrical lines, wires etc.).

Evaluate immediate area (classroom, bus, etc.) for injuries or medical aid situations. Call 9-1-1, if you have an immediate emergency such as a fire or serious injury. Assist injured with First Aid treatment.

If necessary, the Principal/Principal Designee shall order evacuation. Evacuate buildings or vehicles and proceed to the evacuation location. Each school site should have at least one secondary evacuation location to be used in the event the primary evacuation location is inaccessible or unsafe. After evacuation, examine the building for structural damage or hazards.

Conduct a head count to account for all personnel and students.

If there is no damage or minimal damage to the structure, the group may reenter the building.

Establish communications with your Principal/Principal Designee or E.O.C. and follow emergency checklist and procedures.

Assist any police or fire units that respond to your location, and follow instructions given by emergency services at your location.

### **Section 3: Routine and Emergency Disaster Procedures**

#### **Part 6: Flood**

If a flood warning is received by a school site, notify the Director of Schools immediately and Superintendent if deemed needed. If the Principal/Principal Designee is not on site, he/she/they will also be notified so that appropriate next steps can be taken.

If a major flood warning is received at the school site, the E.O.C. should be activated.

Based upon the specific threat, the EOC in conjunction with the Operational Area EOC and Safety and Environmental Management System will develop an action plan to protect personnel, students and facilities.

Evacuation of specific schools, facilities or areas will be directed by the EOC in coordination with SEMS. Staff who keep attendance logs (Teachers, SES, SGI Teachers, Tutors) are responsible for taking their Printed Daily Attendance Log and school-issued cell phone (if applicable). Designated staff members are responsible for collecting the Emergency Contact Binder and any Visitors and Vendors sign-in sheets prior to evacuation. The school site designated Site Emergency Liaison staff member is responsible for taking the Emergency Preparedness Bin.

## **Section 3: Routine and Emergency Disaster Procedures**

### **Part 7: Power Failure/Blackout**

#### **Power Failure/Blackout**

In the event of a power failure, emergency lighting will come on in some buildings. Elevators will not work and if you are caught in an elevator, use the emergency phone to call for assistance. Internet telephones will not be functional during a blackout. Use of school-issued or personal cell phones during a blackout is recommended.

In a power outage, HVAC systems will shut down and return when power is restored. A lack of ventilation for the amount of time the power may be out should not pose a health or safety concern, but Charter School staff should notify the Principal/Principal Designee of any potential health or safety concerns caused by a power failure. Should electrical power go out on campus, the campus will continue to operate as normally as possible, considering the circumstances. If the outage occurs during the day, do not immediately evacuate your building unless there is a safety concern or you are instructed to do so.

The Principal/Principal Designee will determine if and when employees should leave their work areas, taking into account the availability of light, ventilation, and ease of evacuation. Safety will be the priority consideration. The Principal/Principal Designee will make the decision to grant administrative leave and will determine the length of the leave if it is necessary to release employees from the campus. Employees must receive approval from their Principal/Principal Designee to leave their workstations.

If the campus experiences an outage while classes are in session, classrooms and/or Staff offices that have sufficient natural light may not require evacuation and the class may continue as scheduled. The instructor will determine if there is sufficient light. If the class is still in session after dark, once the Principal/Principal Designee makes the determination that the campus needs to be evacuated, Staff should dismiss their classes for the evening following the Relocation/Evacuation procedures.

**Section 3: Routine and Emergency Disaster Procedures**

**Part 8: Intruders/Solicitors**

In the event of an intruder or unwelcome visitor/solicitor, please follow Weapons / Assault / Hostage procedures as outlined in Section 3, Part 9.

**Section 3: Routine and Emergency Disaster Procedures**

**Part 9: Weapons/Assault/Hostage**

*Governing Law: EC 32282(a)(2)(J) – Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions. The procedures to prepare for active shooters or other armed assailants shall be based on the specific needs and context of each school and community.*

**Lockdown/Civil Unrest**

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**Active Shooter**

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**Hostage Situation**

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[REDACTED]

**Active Shooter Drills**

The Charter School will comply with all requirements of Education Code Section 32282(a)(2)(K) if it conducts drills in preparation for active shooters or other armed assailants. The school will not conduct a “high-intensity drill” as that term is defined in Education Code Section 32282(a)(2)(K)(i)(II). The school will not include the use of real weapons, gunfire blanks, or explosions in the conducting of the drill. The school will ensure a trauma-informed approach to the design and execution of any drill, which shall include all of the following:

- Age-appropriate and developmentally appropriate drill content and terminology developed with the involvement of school personnel, including school-based mental health professionals.
- Notice to all parents and guardians of students, teachers, administrators and school personnel subject to the drills in advance of the drill and of the drill’s expected length of time.
- The ability for parents or guardians to opt their child or children out of the drills.
- An announcement to students and educators immediately before the start of the drills and an announcement to students and educators immediately after the drills have concluded.
- A notice to all parents and guardians after the drill has concluded.
- The provision of contact information for community-based resources, including local organizations with objectives to reduce gun violence or provide mental health counseling, to parents or guardians, students, and staff who are negatively impacted by the drills, and, where available, prioritizing

school-based resources.

### **Section 3: Routine and Emergency Disaster Procedures**

#### **Part 10: Gas/Fumes**

If a strong natural gas/fume odor is detected outside of the school site (outdoors), immediately proceed inside the school site and alert the Principal/Principal Designee, who will call 9-1-1.

If a strong natural gas odor/fumes are detected in the school site and the source cannot be immediately determined, the Principal/Principal Designee will initiate a building evacuation and call 9-1-1. To minimize risk of igniting a fire caused by a potential gas leak, windows and doors are recommended to be left open upon vacating the building. Staff who keep attendance logs (Teachers, SES, SGI Teachers, Tutors) are responsible for taking their Printed Daily Attendance Log and school-issued cell phone (if applicable). Designated staff members are responsible for collecting the Emergency Contact Binder and any Visitors and Vendors sign-in sheets prior to evacuation. The school site designated Site Emergency Liaison staff member is responsible for taking the Emergency Preparedness Bin.

Do not return to the evacuated school site until and unless emergency responders give the "all clear" to do so.

### **Section 3: Routine and Emergency Disaster Procedures**

#### **Part II: Suspicious Mail/Packages**

All incoming mail and packages should be handled with caution.

Below are Indicators of suspicious mail and steps to take in the event that suspicious mail is received.

Suspicious mail may include mail that:

- is unexpected or from an unfamiliar source.
- has excessive postage.
- is addressed to someone who no longer works at the school.
- is addressed to a current employee but with the wrong title.
- contains several misspelled words on the envelope.
- marked with restrictive endorsements such as "Personal" or "Confidential."
- has no return address or an address that cannot be verified.
- is from a foreign country.
- shows a city or state in the postmark that does not match the return address.
- is lopsided, oddly shaped, or has an unusual weight, given its size.
- has protruding wires, strange odors, or stains.
- has powdery substance on the outside.
- has an unusual amount of tape on it.
- is ticking or making unusual sounds.

Not all mail comes perfectly packaged or with accurate information on it, so it is important that employees handling mail remain sensible in the screening of mail. However, prudent scrutiny conducted in a reasonable manner can greatly reduce the school's chances of becoming the victim of attack by mail.

What to do with suspicious mail (general response):

- Do not try to open the package or envelope.
- Do not sniff, taste or shake the package.
- Isolate the package.

- Evacuate the immediate area; close the door.
- Contact your Principal/Principal Designee and call 9-1-1 if necessary.

Response to mail suspected of delivering biological/chemical agents in powder form:

- Do not open an envelope or package with powder on the outside. 24
- If powder is spilled from an envelope or package, do not try to clean up or touch the powder.
- Cover the spilled contents immediately with anything (clothing, paper, trash can).
- Do not remove this cover.
- Leave the room and close the door or otherwise prevent access to the room.
- Brush off hands with a brush if available.
- Wash your hands with soap and water.
- DO NOT use hand sanitizer.
- Ensure that everyone who had contact with the piece of mail washes his/her hands with soap and hot water. Do not touch your eyes or any other part of your body until you have washed your hands.
- Notify your supervisor.
- Supervisor should immediately contact the local police (9-1-1) and/or the U.S. Postal Inspection Service (877) 876-2455 and say "Emergency" when prompted
- Follow instructions of law enforcement responding to your site.
- Supervisor should notify the Director of Schools.
- Remove heavily contaminated clothing as soon as possible and place inside a plastic bag or some other container that can be sealed. This clothing should be given to the responding emergency response units.
- Shower with soap and water as soon as possible. Do not use bleach or other disinfectant on your skin.
- Make a list of all the people who were in the room or area, especially those who had contact with the envelope or package. Provide this list to the emergency response teams investigating the incident.
- Investigators will remove the envelope or package and conduct a thorough check of the area for contamination.

- If you are prescribed medicine as a result of this exposure, take it until instructed or until it runs out.

### **Section 3: Routine and Emergency Disaster Procedures**

#### **Part 12: Mass Care & Welfare Shelter Procedures**

The Charter School will allow a public agency, including the American Red Cross, to use school buildings, grounds and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare in accordance with California Education Code Section 32282(a)(2)(B)(i)(II).

The Charter School shall cooperate with the public agency in furnishing and maintaining the services the Charter School may deem necessary to meet the needs of the community.

## **Section 3: Routine and Emergency Disaster Procedures**

### **Part 13: Students with Disabilities**

Students with disabilities may face a variety of challenges in responding to and/or evacuating during an emergency. The Charter School will consider the needs of students with disabilities when scheduling emergency drills. When possible, the Charter School will adhere to accommodations related to sensory, mobility, behavioral, and/or medical needs as described in the student's individualized education program or Section 504 Plan. Staff should only inform a student's peers of the student's disability to the extent necessary to ensure student and staff safety.

Assisting Students with Special Needs during an Emergency:

- Plan for Evacuation Assistance
  - Stay calm.
  - Explain what is happening and what students need to do even if you think they don't understand.
  - Make sure all staff members know what to do.
  - Know the students, including their needs and fragilities.
  - Pre-identify and train 3 rescuers (and back-ups for each rescuer) for every student needing assistance.
  - Evacuate necessary equipment with students and keep it ready to go by the door.
  - Rescuers and students must practice and participate fully in all emergency drills.

#### **Mobility Disabilities Evacuation**

Demonstrate to staff how to evacuate wheelchairs. There are a few different evacuation assistance methods. Evaluate which will work best for your individual students. Devices can be used to assist multiple students.

- Two-Person Swing Carry (also known as chair carry)
  - One rescuer on each side of student
  - Press in close to student when carrying for extra support
  - One rescuer takes student's wheelchair/walker down the

- stairs ○ Avoid putting pressure on student's arms, legs, or chest
- Two-Person Rescue Seat Carry (using Rescue Seat pad)
  - One rescuer on each side of student
  - Rescue seat can be placed on empty chair and student transferred into it, or
  - Rescue seat can be slipped under student while in wheelchair 27
- One rescuer takes student's wheelchair/walker down the stairs

### **Blind/Low Vision Evacuation**

- Speak calmly
- Use direct, concrete phrases without multiple steps
- Extra practice helps students gain familiarity with evacuation route
- Communicate hazards as you guide
- Consider tactile strips along evacuation route
- Account for unaccompanied students immediately in emergency

### **Deaf/Hard of Hearing Evacuation**

- Speak calmly
- Use direct, concrete phrases without multiple steps
- More frequent drilling is helpful to accustom students to a different routine
- If an emergency is announced over loudspeaker (no strobes), account for any unaccompanied deaf/hard of hearing students who may not have heard or understood the announcement
- Use touch and eye contact to gain students' attention
- Flick lights rapidly to gain students' attention
- Speak in short, clear phrases
- Use common gestures to communicate (hand up for stop; thumbs up for ok, etc.)
- Provide flashlights/headlamps to D/HH students and staff
- Alarm tones can be painful for those with hearing aids – students can be reminded to turn them down until alarms are turned off. Remember to tell

them to turn the hearing aids back up.

- Account for unaccompanied students immediately in emergency

### **Cognitive Disability Evacuation**

- Speak calmly
- Use direct, concrete phrases without multiple steps
- Long-term training, more frequent drilling and reminders are helpful
- Use simple, concrete words
- Avoid multiple-step directions
- Allow extra processing time for response
- Use visual or tactile cue (students wear fire hats when hear fire alarm, etc.)
- Account for unaccompanied students immediately in an emergency
- May need more supervision

### **Autism Spectrum Evacuation**

- Speak calmly
- Use direct, concrete phrases without multiple steps
- Allow extra processing time for response
- Avoid touch
- More frequent drilling is helpful to accustom students to a different routine
- Find quiet location in Outside Evacuation Center area away from extra stimulation
- Check for injuries if appropriate, as some people who have autism do not react to pain
- Account for unaccompanied students immediately in emergency
- May need more supervision
- If possible/feasible, allow students to bring comfort items, such as a favorite hat, toy, or electronic device

### **Medically Fragile/Special Healthcare Needs Evacuation**

- Speak calmly
- Use direct, concrete phrases without multiple steps
- More frequent drilling is helpful to accustom students to a different routine
- Search and Rescue team is not to re-enter building for equipment/supplies left behind
- Take equipment (e.g. g-tube food supplies, catheter supplies, suction machines) when evacuating and keep necessities ready to go near door
- Suction machines must have their plug-in adapter daily as it may need to be switched to generator.
- Backpacks are recommended for carrying supplies to keep hands free
- Pre-label supplies with student names
- Have extra supplies in emergency bin and check expiration dates (for items such as Pediasure and formula)
- Take care moving oxygen as it is pressurized, and secure tanks once moved
- Account for unaccompanied students immediately in emergency

## **Section 4: Discipline Policy**

### **Part 1: Discipline Policy**

*Governing Law: EC 32282(a)(2)(C) – Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other school-designated serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations pursuant to Article 1 (commencing with Section 48900) of Chapter 6 of Part 27 of Division 4 of Title 2.*

*Governing Law: EC 32282(a)(2)(I) – The rules and procedures on school discipline adopted pursuant to Sections 35291, 35291.5, 47605, and 47605.6.*

*The official version of the Charter School's discipline policies are contained in the Student Handbook. To the extent there are any inconsistencies, the version in the Student Handbook shall control.*

### **Due Process Statement**

The Charter School shall provide for the fair treatment of students facing suspension and expulsion by affording them due process rights. Rules regarding suspension and expulsion shall be revised periodically as required by any changes in the Charter School's policy, regulation, or law.

In all cases the Charter School's disciplinary policies shall afford students due process. To this end, the Charter School's Board shall develop rules and regulations governing the procedures by which students may be suspended or expelled. The Charter School's Principal or designee shall notify staff, students and parents/guardians about Charter School's disciplinary policy, including policies governing student suspensions and expulsions. Students and their parents or guardians will be notified in writing at the time of enrollment.

In the event of an expulsion, students recommended for expulsion will be entitled to written notice of the grounds for their proposed removal and will be given a full due

process hearing in regard to the proposed expulsion. Parents or guardians will also be given written notice in advance of such hearing so that they may attend. The Charter School will maintain a record of the notice and of the hearing.

### **Suspension and Expulsion Policy and Procedure**

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq., which describes the non-charter schools' list of offenses and procedures, to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This policy and its procedure will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this policy is available on request at each resource center.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in accordance with due process for such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker.

If the student is an Indian child, as defined in Section 224.1 of the Welfare and

Institutions Code, the written notice shall be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the student, the student's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker, of the right to initiate the procedures specified in Education Code Section 47605(c)(5)(J)(ii) before the effective date of the action. If the student's parent, guardian, or the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified in Education Code Section 47605(c)(5)(J)(ii), the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in Sections 47605(c)(5)(J)(i)-(ii) of the Education Code.

A foster child's educational rights holder, attorney, and county social worker and in Indian child's tribal social worker, and if applicable, county social worker, shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.

Before disenrolling a student, the Charter School shall provide the student the CDE notice required under Education Code section 47605(e)(4)(D).

#### **A. Grounds for Suspension and Expulsion of Students**

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity. 3 Notwithstanding anything herein to the contrary, a student who voluntarily

discloses their use of a tobacco product, controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.

## **B. Enumerated Offenses**

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
  - a. Caused, attempted to cause, or threatened to cause physical injury to another person.
  - b. Willfully used force or violence upon the person of another, except self-defense.
  - c. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053- 11058, alcoholic beverage, or intoxicant of any kind.
  - d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
  - e. Committed or attempted to commit robbery or extortion.
  - f. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
  - g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
  - h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, electronic cigarettes, vaporizers, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
  - i. Committed an obscene act or engaged in habitual profanity or vulgarity.
  - j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to

sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

- k. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p. Engaged in or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school- sanctioned events.
- q. Made terroristic threats against school personnel or volunteers and/or a student or group of students and/ or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional,

immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

- r. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
  - i. **"Bullying"** means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the

following:

1. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
  2. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
  3. Causing a reasonable student to experience substantial interference with his or her academic performance.
  4. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- ii. **“Electronic Act”** means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
1. A message, text, sound, video, or image.
  2. A post on a social network Internet Web site including, but not limited to:
    - a. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
    - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in 5 subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the

purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

- c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- d. An act of cyber sexual bullying.
  - i. For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
  - ii. For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
  - iii. Notwithstanding subparagraphs (1) and (2)

above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on designee the Internet or is currently posted on the Internet.

- v. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b). w)
  - w. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
2. **Non-Discretionary Suspension Offenses:** Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
- a. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object.
3. **Discretionary Expellable Offenses:** Students may be recommended for expulsion for any of the following acts when it is determined the pupil:
- a. Caused, attempted to cause, or threatened to cause physical injury to another person.
  - b. Willfully used force or violence upon the person of another, except self-defense.
  - c. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053- 11058, alcoholic beverage, or intoxicant of any kind.
  - d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material

and represented same as controlled substance, alcoholic beverage or intoxicant.

- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, electronic cigarettes, vaporizers, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a

pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school- sanctioned events.

- q. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- r. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t. Intentionally harassed, threatened or intimidated school personnel or

volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- u. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
  - i. **“Bullying”** means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    1. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
    2. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
    3. Causing a reasonable student to experience substantial interference with his or her academic performance.
    4. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
  - ii. **“Electronic Act”** means the creation or transmission originated on or off the school site, by means of an electronic device,

including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:
  - a. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
  - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
  - c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
  - d. An act of cyber sexual bullying.
    - i. For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in

subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

ii. For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

w. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

4. **Non-Discretionary Expellable Offenses:** Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

a. Possessed, sold, or otherwise furnished any firearm, explosive, or other

dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

If it is determined by the Administrative Panel that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such a term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

### **C. Suspension Procedure**

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference. This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(c)(5)(J)(i). No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

## 2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

## 3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Principal or Principal's designee, the pupil and the pupil's parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil

or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

#### **D. Authority to Expel**

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled by the neutral and impartial Administrative Panel, to be assigned by the President as needed. The Administrative Panel shall consist of at least three members who are certificated and not a teacher of the pupil. The Administrative Panel shall be presided over by a designated hearing chairperson. The Administrative Panel may expel any student found to have committed an expellable offense.

#### **E. Expulsion Procedures**

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the pupil has committed an expellable offense.

The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session at least three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-Attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing; and
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

#### **F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses**

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Administrative Panel. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony,

(b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she/they testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the Administrative Panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Administrative Panel may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the Administrative Panel from removing a support person whom the presiding person finds is disrupting the hearing. The Administrative Panel may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The Administrative Panel shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

7. The testimony of the support person shall be presented before the testimony

of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

8. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
9. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the Administrative Panel that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

### **G. Record of Hearing**

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

### **H. Presentation of Evidence**

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A decision by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the

evidence at the hearing. Except as otherwise provided herein, no decision to expel shall be based solely on hearsay.

Sworn declarations may be admitted as testimony from witnesses of whom the Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact. The final decision by the Administrative Panel shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Administrative Panel is final.

If the Administrative Panel decides not to expel, the pupil shall immediately be returned to his/ her educational program.

### **I. Written Notice to Expel**

The Principal or designee, following a decision of the Administrative Panel to expel, shall send written notice of the decision to expel, including the findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/ guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Principal or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's

name; and (b) The specific expellable offense committed by the student.

### **J. Disciplinary Records**

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

### **K. No Right to Appeal**

The pupil shall have no right of appeal from expulsion from the Charter School as the Administrative Panel's decision to expel shall be final.

### **L. Expelled Pupils/Alternative Education**

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

### **M. Rehabilitation Plans**

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Administrative Panel at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission.

The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

### **N. Readmission**

The decision to readmit a pupil or to admit a previously expelled pupil from the Charter School or another school district, or charter school, or private school shall be in the sole discretion of the Principal following a meeting with the pupil and

parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

#### O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

##### 1. Notification of SELPA

The Charter School may, when applicable, notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who the Charter School would be deemed to have knowledge that the student had a disability.

##### 2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

##### 3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

#### 4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the

Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/ guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

#### 5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may

assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluations.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

## **Section 4: Discipline Policy**

### **Part 2: Drugs, Tobacco and Alcohol**

It shall be the policy of the Charter School to take positive action through education, counseling, parental involvement, medical referral, and police referral in the handling of incidents in the schools involving the possession, sale, and/or use of controlled substances (i.e., drugs), tobacco, alcohol and drug paraphernalia.

Students involved in the possession, sale and/or use of drugs, tobacco, or alcohol shall be subject to disciplinary procedures which may result in suspension or expulsion.

Charter School properties may be inspected by school authorities in the interest of maintenance, health and safety. Inspections for the location of drugs, tobacco, and alcohol are matters relating to health and safety and may be regarded as reasonable purposes for inspection by school personnel; so long as such inspections are conducted in accordance with constitutional requirements of applicable state law relating to searches and seizures.

#### **Use**

- No internal medication is to be administered to students by school personnel except as prescribed by an authorized health care provider.
- Dangerous and narcotic drugs which a student has on prescription for ingestion as prescribed by an authorized health care provider must be in their original containers and kept in a locked or secured location, whichever provides greater security.
- Whenever any staff member has reason to believe that a student may be under the influence of drugs or alcohol, he/she shall immediately notify the Assistant Principal or Principal. The Principal, if in agreement, shall notify the parent to come for the student and to remove the student to his/her home, to the jurisdiction of the police, and/or the paramedics.
- In severe cases, if the parents or the doctor cannot or will not come to the school, the Principal is authorized to call an ambulance to remove the student to a hospital. Parents will be notified of this action and shall be responsible for the incurred expenses.
- In addition, the student may be recommended for suspension or expulsion as appropriate under the circumstances.
- A second incidence of use of drugs, tobacco, or alcohol within one year at

school or any school activity may result in a recommendation for expulsion.

### **Selling or Possession**

When there is reason to believe that a student is selling or is in possession of drugs, tobacco, or alcohol, the following procedures listed below will be followed:

- The school administrator shall advise the local juvenile narcotics officer or law enforcement personnel. Juvenile authorities will make the decision as to whether they or the school will notify the parent.
- The school administrator will escort the student to the school office and confront him/her with the suspicion. The administrator may notify the police before taking the student to the office. The student should be removed from a classroom by the administrator.
- Upon reasonable suspicion that a student is in possession of drugs, tobacco, or alcohol, a search may be made by the administrator(s). Staff may also ask student to volunteer for self-search. In cases when a personal search seems to be in order, the administrator may call for a law enforcement officer to make the search as appropriate. Repeated attempts shall be made to notify the student's parent/guardian before the personal search is made.
- The student may be questioned by the school administrator, but if it is believed that a law has been broken, the police will be notified.

### **Tobacco-Free Schools**

Signs prohibiting the use of tobacco shall be prominently displayed at all entrances to school property.

### **Employee Notifications**

The Director of Schools or designee shall notify employees of the Charter School's tobacco-free policy. The notification shall also inform them of:

- Their need to abide by Charter School policy as a condition of employment.
- The dangers of tobacco use in the workplace, including its threat to the health and safety of employees, students, and the public.
- Available resources which may help employees stop using tobacco.
- Possible disciplinary actions in accordance with Charter School policy and applicable laws.

## **Section 4: Discipline Policy**

### **Part 3: School Incidents**

The Charter School has created and maintained a digital reporting system for all discipline related incidents that occur at school or at school related events. The incident reporting system collects information such as incident details, staff and student statements and allows quick sharing of information with the necessary school administrators.

## **Section 5: Procedures to Notify Teachers of Dangerous Pupils**

*Governing Law: EC §32282(a)(2)(D) – Procedures to notify teachers of dangerous pupils pursuant to Section 49079.*

When a student enrolls at the Charter School, the Principal/Principal Designee contacts the student's previous school(s) to request their cumulative records. When the cumulative record arrives at the Charter School, the Principal/Principal Designee will review the records and inform the receiving teacher of any potentially dangerous student behaviors that are reflected therein.

When a student is suspended and/or recommended for expulsion from the Charter School, the student's teacher will be notified of the alleged behavior.

Any information received by a teacher shall be received in confidence for the limited purpose for which it was provided, and it shall not be further disseminated by the teacher.

**Section 6: Anti-Discrimination, Harassment, Intimidation and Bullying Policy**

*Governing Law: EC §32282(a)(2)(E) – A discrimination and harassment policy consistent with the prohibition against discrimination contained in Chapter 2 (commencing with Section 200) of Part 1.*

*Governing Law: EC §32282(e) – As comprehensive school safety plans are reviewed and updated, the Legislature encourages all plans, to the extent that resources are available, to include policies and procedures aimed at the prevention of bullying.*

It is the policy of the Charter School to prohibit harassment, of any form, including, without limitation, sexual, physical, verbal, written, electronic, mental, emotional and visual harassment; intimidation, bullying, and cyber bullying. Whether direct or indirect, such actions can substantially harm and interfere with a student's education, threaten the overall educational environment, and substantially disrupt the operation of the school. Possible forums for social media bullying include but are not limited to: websites with free registration and ease of registration; websites offering peer-to-peer instant messaging; websites offering comment forums or sections; and websites offering image or video posting platforms.

The Charter School prohibits all forms of discrimination, harassment, intimidation, and bullying, including when based on the actual or perceived characteristics set forth in Penal Code section 422.55 including immigration status, as well as those identified in Education Code section 220 including, without limitation disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. Students who violate this policy may face detention, loss of computer privileges, suspension, or expulsion in accordance with the school's student disciplinary policy. When appropriate, school administration may refer student conduct to local law enforcement officials for potential prosecution.

This policy applies to prohibited statements and actions by students directed at other students or school employees and shall apply to actions taken on or immediately adjacent to school property, at any school-sponsored event, while

using school-sponsored transportation, through the use of the school's internet system, and through the use of personal devices.

In situations in which electronic or cyber bullying originates from a non-school computer, but is brought to the attention of school officials, any disciplinary action shall be based upon whether the conduct is determined to be disruptive of the educational process so that it markedly interrupts or impedes the day-to-day operations of the school.

It is important to understand that jokes, stories, cartoons, nicknames, sending or posting inappropriate and/or hurtful e-mail messages, instant messages, text messages, digital pictures or images, or website postings, including blogs and comments that violate school, state, and federal law may be offensive to others and will not be tolerated.

### **Student Reporting Procedures**

If you feel you have been a victim of discrimination, harassment, intimidation, or bullying, or if you witness such an incident, inform your teacher, counselor, or school administrator immediately. Keeping quiet or ignoring the problem will not make it go away. You may also report harassment by calling the toll-free We Want to Know Hotline® 1-800-990-8384. Victims of discrimination, harassment, intimidation, or bullying are encouraged to provide a written statement providing as much detail as possible to assist school leadership with their incident investigation.

### **Staff Reporting Procedures**

All staff should report any incident of discrimination, harassment, intimidation, or bullying to the Assistant Principal, Principal, and Human Resources as soon as possible. If staff witness an act of discrimination, harassment, intimidation, or bullying, they will take immediate steps to intervene when safe to do so. Staff who witness such an incident must also submit a written description of the incident using the school's internal incident reporting form after reporting it to the school administration team. Staff submitting incident reports should include as much detail as possible to assist school administration with the incident investigation.

### **Investigation and Student Discipline**

Each complaint of discrimination, harassment, intimidation, or bullying will be promptly investigated by school leadership in accordance with other school policies, including student disciplinary policies. The Assistant Principal will investigate the complaint by collecting and reviewing all written statements and related evidence; will consult with other members of school leadership to determine appropriate action, if needed; and will notify parents/guardians of the incident and meet to discuss interventions, supports or other disciplinary measures as appropriate. The school prohibits retaliatory behavior against any complainant or participant in the complaint process.

Complaints may also be filed under the school's Uniform Complaint Procedures (UCP) Policy. The UCP Policy contains further information regarding the timeline to investigate and resolve complaints, and the appeal process.

### **Staff Training**

The school provides staff development training in bullying prevention education, which includes but is not limited to resources provided and recommended by the California Department of Education in accordance with Education Code section 32283.5. Staff will be trained no less than once each school year.

## **Section 7: Schoolwide Dress Code Policy**

*Governing Law: EC §32282(a)(2)(F) – The provisions of any schoolwide dress code, pursuant to Section 35183, that prohibits pupils from wearing “gang-related apparel,” if the school has adopted that type of a dress code. For those purposes, the comprehensive school safety plan shall define “gang-related apparel.” The definition shall be limited to apparel that, if worn or displayed on a school campus, reasonably could be determined to threaten the health and safety of the school environment. A schoolwide dress code established pursuant to this section and Section 35183 shall be enforced on the school campus and at any school-sponsored activity by the principal of the school or the person designated by the principal. For purposes of this subparagraph, “gang-related apparel” shall not be considered a protected form of speech pursuant to Section 48950 .*

### **Dress Standard**

Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action.

The dress standards are not intended to take away individual styles, but to remove those clothing items that are taken to extremes or present distraction in the Charter School environment.

The Charter School considers the following items inappropriate for students to wear at school:

1. Any clothing or jewelry item that depicts alcohol, drugs, discriminatory language or images, profanity, racism, and/or sexually explicit language or images.
2. Sheer or revealing garments that are sexually inappropriate.
3. Any clothing that has a substantially disruptive influence on the learning environment.

The dress standard shall be enforced on the school campus and at any

school-sponsored activity.

The teachers and staff of the learning center will monitor student dress. In any and all cases concerning interpretation of the dress standards, school administration reserves the absolute right to determine what constitutes proper compliance. If a problem arises, the teacher or Principal/Principal Designee may take disciplinary action against the student depending on the circumstances (e.g., contact the student's family, request a parent/guardian-teacher conference to discuss the matter, etc.). Continued violations may result in further discipline.

## **Section 8: Procedures for Safe Ingress and Egress**

*Governing Law: EC §32282(a)(2)(G) – Procedures for safe ingress and egress of pupils, parents, and school employees to and from school.*

The Charter School will take reasonable measures to ensure safe ingress and egress to and from the school for pupils, parents, and school employees.

### **Arrival and Departure Procedures**

The Charter School has developed a plan to ensure safe arrival and departure of students, staff, and visitors. The Charter School encourages input from our community and reviews this plan on an annual basis.

- Students who ride bicycles, skateboards, or similar wheeled equipment to school are encouraged to wear appropriate safety gear (e.g., helmets) and must do so if required by law.
- Students who walk to or from school should do so in groups or pairs whenever possible. Students who are approached by strangers or observe any concerning behavior must report it to an adult on campus immediately.
- Parents/guardians are responsible for ensuring their student uses safe and appropriate means to travel to and from school. The Charter School is not responsible for accidents that occur while students are traveling to/from school.

### **Physical Safety Measures for Safe Ingress and Egress**

- There is one primary entrance to the resource center, which is monitored by a staff member. Resources centers which have annex classrooms will have a single entrance which is monitored by a staff member.
- For locations equipped with a “buzzer door”, the door remains locked at all times and can only be opened from the outside if a Charter School staff member permits entrance.
- If appropriate and requested in response to an increase in violence or threat of violence in and around school campuses, the Charter School has the ability to increase physical security measures by providing a security guard at the

resource center's entrance door.

- Students and Charter School staff must wear their school-issued ID prominently displayed on their person in order to enter the building.
- Visitors and vendors must follow registration procedures outlined below.
- During a lockdown, no one is allowed to enter the resource center until the Charter School is instructed otherwise by law enforcement. The Charter School will notify families when the situation has been resolved and will provide instructions on student pick-up.
- Any problems associated with safe ingress and egress should be reported to the Charter School immediately to ensure they are addressed.

### **Visitor Registration Procedure**

All visitors must sign in with the security guard or designated personnel and show proof of identification before entering the resource center. Visitors shall also, upon request, furnish the Principal/Principal Designee with the following information: (Penal Code Section 627.3)

- His/her name, address and occupation;
- His/her age, if less than 21;
- His/her purpose for entering school grounds;
- Proof of identity; and
- Other information consistent with the provision of law.

Visitors may be subject to a verbal or digital health prescreening and temperature check upon entry to the Charter School when required by public health authorities. Upon signing in, visitors will be given a visitor's pass that must be worn at all times. Unless otherwise directed by the Principal/Principal Designee, a Charter School staff member shall accompany unauthorized visitors while they are on school grounds. Upon completion of their visit, the visitor must check-out with the security guard and surrender their visitor's pass. This practice helps ensure staff know who is on campus and that all individuals are accounted for in case of an emergency. Any adult found on school grounds who is not wearing a visitor pass or school-issued ID will be escorted to the security guard immediately.

### **Denial of Entry**

- The Principal/Principal Designee may refuse to allow any visitor from entering the resource center if he/she/they reasonably concludes that the visitor's presence or acts would disrupt the school, students, or employees; would result in damage to property; or would result in the distribution or use of a controlled substance.
- The Principal/Principal Designee or school security officer may require a visitor to vacate the resource center if there is a reasonable basis for concluding that the visitor's presence on school grounds would interfere or is interfering with the peaceful conduct of school activities or would disrupt or is disrupting the school, students or staff.
- The Principal/Principal Designee, may request that a visitor who has failed to sign-in, or whose registration privileges have been denied or revoked, promptly leave school grounds.

## **Section 9: Maintaining a Safe and Orderly Environment for Learning**

### **Part 1: Maintaining a Safe and Orderly Environment for Learning**

*Governing Law: EC §32282(a)(2)(H) – A safe and orderly environment conducive to learning at the school.*

The Charter School is committed to providing a safe, orderly, caring, and nondiscriminatory learning environment in which all students can feel comfortable and take pride in their school and achievements. In addition to physical safety, the Charter School strives to provide students with a positive school climate in all school activities, both in and out of the classroom.

The Charter School maintains a safe and orderly environment conducive to learning at the school in many ways including, but not limited to, the following:

- The Charter School encourages staff to teach students the meaning of equality, human dignity, and mutual respect, and to employ cooperative learning strategies that foster positive interactions in the classroom among students from diverse backgrounds.
- Students have opportunities to voice their concerns about school policies and practices and to share responsibility for solving problems that affect their school.
- Staff encourages and rewards student success and achievement, participation in community projects, and positive student conduct.
- The Charter School promotes nonviolent resolution techniques in order to encourage attitudes and behaviors that foster harmonious relations. Staff shall receive training which implements and supports conflict resolution.
- Students are provided with basic resources such as food, school spirit wear, and transportation assistance as possible to help ensure students can be fully present and engaged while attending school and school events.
- The Charter School administers the Comprehensive School Climate Inventory survey every other year to students, parents/guardians and staff to monitor school climate, including school safety and connectedness. A shorter survey is provided annually to continually monitor school climate. Results are thoroughly reviewed by the Charter School to implement improvements

where necessary.

- All instructors are appropriately assigned and fully credentialed in the subject area and for the students they are teaching.
- Students have access to school facilities that are maintained in good condition and repair.
- The Charter School utilizes custodial services provided by an external vendor which are performed during non-school hours, on a routine basis.
- The Charter School resources centers are cleaned and disinfected as directed with EPA approved products by staff members as needed only during times when students are not present.
- No cleaning/disinfection agents will be left in the reach of students.
- The Charter School encourages parent/guardian engagement. School events are regularly utilized as a platform to enhance communication between the Charter School and parents/guardians. School events provide opportunities for parents and students to engage with our school community outside of regular appointment times and work hours. Additionally, these events are utilized as a platform of communication between stakeholders to discuss student course completion, academic strengths, areas of improvement, and available resources to support their student in progressing towards graduation. Some of the school events used to engage parents include back to school nights, open houses, family engagement nights, focus group meetings, awards and celebrations for academic accomplishments, and senior nights. Parents are asked to provide teachers with feedback on their student's needs, the extent to which the school has been able to meet those needs, and input for how the school can better serve the student.

The Charter School remains in compliance with existing laws related to school safety.

## **Section 9: Maintaining a Safe and Orderly Environment for Learning**

### **Part 2: Security Surveillance Policy**

#### **Purpose of Policy**

The Charter School's Governing Board has adopted the following policy regarding the use, retention and/or access to surveillance and monitoring systems in connection with campus security measures in furtherance of its commitment to providing a school environment that promotes the safety of students, staff and visitors to the Charter School's resource center(s). The Board further recognizes the importance of protecting school property, facilities, and equipment from vandalism and theft in connection with this purpose.

#### **Policy**

The Board authorizes the use of video and/or audio surveillance systems as well as environmental surveillance systems that monitor environmental changes (including but not limited to sound frequency, room occupancy, air quality and chemical detection) at the Charter School's resource center(s). Such systems are collectively referred to herein as the "Surveillance Systems". The purpose of the Surveillance Systems is to maintain the health, welfare and safety of all staff, students, and visitors to the resource center(s), and to safeguard the Charter School's facilities, equipment, and property. School Administration may develop additional procedures and processes in accordance with and in furtherance of this policy including but not limited to inclusion of such procedures in the Charter School's Comprehensive School Safety Plan and/or site-level safety plans as well as periodic review of such procedures to reflect changed circumstances and to assess their effectiveness in achieving safe school objectives.

#### **Location of Surveillance Equipment**

Surveillance equipment may be placed in locations as deemed appropriate by the Charter School's safety planning committee. The safety planning committee will accept feedback from relevant stakeholders and staff in the process of identifying appropriate locations for the placement of surveillance equipment at the resource center(s). Surveillance equipment that captures video and/or audio recordings shall

not be placed in areas where students, staff, or visitors have a reasonable expectation of privacy.

### **Notification of Surveillance**

The Charter School shall provide written notice to students and parents/legal guardians that the Charter School may utilize Surveillance Systems at the resource center(s) and that data captured through the Surveillance Systems including but not limited to images, video, audio recordings, and environmental data (collectively hereinafter referred to as "Surveillance Data") may be used as evidence that may subject students to appropriate disciplinary and/or legal action, including, but not limited to, disclosure to local law enforcement if permitted by law. Prior to the operation of any Surveillance Systems that capture video and/or audio recordings, the Charter School shall ensure that signs are posted at conspicuous and targeted locations around the resource center(s), including but not limited to entrances and exits. These signs shall state that the facility may use video and/or audio surveillance equipment for security purposes and that the equipment may be actively monitored at any time.

### **Retention of and Access to Surveillance Data**

The Charter School shall comply with all applicable state and federal laws related to the maintenance and retention of Surveillance Data. Surveillance Data will be retained for at least thirty (30) days from the date it is captured. Notwithstanding, when the Charter School becomes aware of a Known Incident (defined below), the Principal, or his/her designee, will take steps to immediately preserve the Surveillance Data and isolate it from any routine deletion process. A "Known Incident" is one which staff knows involves injury to students, staff or members of the public or property, or which staff knows involves any violation of the law or the Charter School's policies, procedures, or rules of conduct.

When the Charter School receives a request for Surveillance Data under the Family Education Rights and Privacy Act ("FERPA"), civil or criminal subpoena, search warrant, a California Public Records Act request, a request of a current or former

employee pursuant to the Labor Code, Court Order or other form, immediate steps shall be taken to preserve the Surveillance Data until disclosure rights are determined. If the Charter School determines that it is legally permissible to provide the requesting party or entity with access to the Surveillance Data, the Charter School may do so by retaining the requested Surveillance Data in its files and providing access to the requesting person or entity.

To the extent that any Surveillance Data creates (1) a student record under FERPA or (2) a confidential employee personnel record under applicable labor laws, the Charter School shall ensure that Surveillance Data is accessed, retained and disclosed in accordance with law and Charter School policy.

To the extent allowed by applicable laws including but not limited to FERPA, the Charter School may grant access to Surveillance Data to appropriate parties, including law enforcement, in connection with an actual, impending or imminent emergency if knowledge of that information is necessary to protect the health or safety of the Charter School's students, staff or other individuals. When Surveillance Data is requested by law enforcement in connection with an open investigation and without a warrant or subpoena, the Charter School may provide access to the requested Surveillance Data to the extent permitted by law. The Charter School shall not grant access to Surveillance Data that the Charter School is required to keep confidential under law (such as FERPA or labor laws) without appropriate prior consent or unless an exception to the law applies.

**Section 9: Maintaining a Safe and Orderly Environment for Learning**  
**Part 3: Assessing and Responding to Reports of Dangerous, Violent, or Unlawful Activity**

*Governing Law: EC 32282(a)(2)(L) – Procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a schoolbus serving the school.*

The Charter School is committed to assessing and responding appropriately to reports of dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school. This comprehensive school safety plan details the procedures for assessing and responding to reports of dangerous, violent, or unlawful activity throughout (see, e.g., Sections 3, 5, 10). All staff will receive appropriate training as discussed within this safety plan.

## **Section 9: Maintaining a Safe and Orderly Environment for Learning**

### **Part 4: Immigration Enforcement Notification Procedures**

The purpose of this procedure is to ensure the safety and well-being of pupils, staff, and community members by establishing clear steps for responding to the confirmed presence of immigration enforcement at or near school facilities. These procedures support the rights of students and families to access public education regardless of immigration status, and align with California laws, including Education Code § 234.7, Government Code §§ 7284–7284.12.

#### Definitions

- **Immigration Enforcement:** Any effort to investigate, enforce, or assist in the enforcement of federal civil or criminal immigration law, including actions conducted by ICE, CBP, DHS, or any local agency working on their behalf.
- **Confirmed Presence:** Verification by school administration or law enforcement that immigration enforcement personnel are physically present on campus or making direct contact with the school.
- **School site:** Any location under school jurisdiction, including campus buildings, parking lots, learning centers, or school-sponsored activities.

#### Procedures

##### 1. Initial Awareness and Verification

1. Any staff member who becomes aware of possible immigration enforcement presence must immediately notify:
  - **Principal or Site Administrator/AP**, or
  - **Director of Schools / Executive Leadership** (if principal unavailable).
2. The administrator verifies presence by:
  - Requesting identification and purpose of visit.

- Determining whether a valid **judicial warrant** is presented.
3. Administrators shall **not** grant access to student records or allow contact with students without:
- Review of legal documentation, and
  - Consultation with school legal counsel, if feasible.

## 2. Immediate Safety Response

1. The administrator will:
- Calmly maintain normal operations to avoid student or staff distress.
  - Direct staff **not to make announcements, public statements, or social media posts.**
2. Staff will:
- Continue supervising students.
  - Redirect student and community inquiries to the principal.

## 3. Notification Requirements

Once presence is confirmed and campus safety is secured, the school will notify:

<b>Audience</b>	<b>Method(s)</b>	<b>Timing</b>
Teachers & School Personnel	Internal notification, email/staff Google Chat, if appropriate	As soon as practicable
Parents/Guardians of Students	ParentSquare / SchoolMessenger, email, text, or printed notice	As soon as practicable while considering student and community safety

Charter Network Leadership	Direct call, Text, and follow-up written report	Immediately
School Counselors & Student Support Staff	Internal Alert	Immediately

The **content and timing** of notification will consider:

- Student emotional safety
- Potential risk of panic or disruption
- Community stability and privacy protections

#### 4. Notification Content

Parent/Staff notification **may include**:

- Confirmation that immigration enforcement was present at or near the school.
- Assurance that student privacy and confidentiality are protected under California law.
- A link to **family rights and safety resources**, such as:
  - California Department of Education: <https://www.cde.ca.gov/re/di/eo/>
  - Immigrant Legal Resource Center (ILRC): <https://www.ilrc.org>
- Contact information for school counseling and support services.

## 5. Roles & Responsibilities

Role	Responsibilities
Principal/Site Administrator and/or Director of Schools	Verification of presence; coordination of notification; communication with leadership and legal counsel.
Staff	Direct all questions to administration; maintain student supervision and normal operations.
Director of Schools/Superintendent or designee	Approve parent notifications and external statements.
Counselors & Support Staff	Provide emotional support and factual reassurance to students and families.

## 6. Staff Awareness

- Annual communication will be provided to all staff on:
  - Student and family privacy rights
  - How to respond calmly to community concerns
  - How to refer families to support resources

## 7. Recordkeeping & Review

- The school site administrator will complete an **Incident Report** summarizing:
  - Date, time, location, agency involved
  - Whether a warrant was presented
  - Notification provided and actions taken

- These procedures will be reviewed **annually** and updated based on:
  - Legal guidance or changes in education code
  - Board policy changes
  - Community/Stakeholder feedback

## **Section 10: Naloxone Program**

*Governing Law: EC 32282(a)(2)(N) – A protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose.*

### **Naloxone in California Schools**

The Charter School, in accordance with Education Code Section 49414.3 and the Charter Schools' Medication Policy, has elected to stock emergency naloxone hydrochloride or another opioid antagonist available for the purpose of providing emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose.

The Charter School's Assistant Principal of Instructional Operations (APIO) or Designee will act as the qualified supervisor of health (QSH) for purposes of this program. The QSH has applied and received a standing order for Naloxone from the California Department of Public Health and has also applied for partnership with the California Department of Health Care Naloxone Distribution Project (NDP) to acquire Narcan doses free-of-charge. Charter School's participation in the NDP is based on available funding. Nasal Naloxone has been available for over-the-counter purchase as of March 2023.

### **Annual Notification**

The Charter School will provide annual notification to the school community of the Naloxone Program and will offer periodic communications to families regarding substance abuse prevention and related educational tools.

### **Program Volunteers**

For so long as the Charter School elects to utilize Naloxone for emergencies, the Charter School will provide annual notification to all staff requesting volunteers to be trained to administer Naloxone.

Volunteers must:

- Be staff members of the Charter School
- Complete initial Naloxone Training and annual refresher trainings

- Complete or possess current certification in CPR/AED and maintain this training while a Naloxone volunteer.

*\*Opportunities for Learning will only stock and administer nasal Naloxone.*

Volunteers will receive training free of charge, during normal working hours and will not be directly incentivized for receiving training, program participation or administering Naloxone in an emergency situation. Volunteers can revoke their offer to volunteer at any time and must renew their offer annually. The law protects volunteers who assist others in need during an emergency.

### **Distribution and Storage**

Each school site should stock no less than two Narcan doses per location placed in the red Naloxone storage cabinet which will remain unlocked and will be mounted in a safe location, out of direct sunlight at a temperature between 59F to 77F. The Naloxone cabinet will be located near the automated external defibrillator (AED). The [Narcan Infographic](#) should be laminated and hung next to the Naloxone cabinet. School leadership should consider stocking an additional two doses of Narcan in an appropriate travel case to accompany trained staff who are chaperoning off-campus, school sponsored events. The Charter School will distribute acquired Narcan doses according to availability. All acquired doses must be properly logged on the [Naloxone Program Distribution Log](#).

### **Reporting**

A [Naloxone Administration Record](#) form should be completed and returned to the QSH to report use of a Narcan dose. Used doses will be replaced as soon as possible.

### **Training Materials**

Each qualified volunteer must complete initial training by viewing the slides, videos & written materials provided below.

#### 1. Narcan Training Slides

2. [LACOE Opioid History & Overview](#) (6:43 - 42:52 only)
3. [Administering Naloxone Training Video](#)
4. [Narcan Administration Protocol](#) (print and save for reference) 5. [Appendix A - Naloxone Resource Guide](#) (print and save for reference) 6. [Narcan Infographic](#) (print and save for reference)

Upon completion of the above mentioned training, each volunteer must complete the Naloxone Program Training Quiz to demonstrate competency prior to administering Naloxone.

**Signs that a Student may be Suffering from an Opioid Overdose Include:**

- Falling asleep or losing consciousness
- Doesn't respond to stimuli like shouting, a pinch or sternum rub
- Slow, weak or no breathing
- Choking or gurgling sounds
- Limp body
- Cold and/or clammy skin
- Discolored skin (especially in lips and nails)
- Small, constricted "pinpoint pupils"

**If the Above Signs are Met, Staff Should:**

- Call 911 immediately
- Administer naloxone
- Regardless of whether naloxone is administered, monitor the student for continued breathing
  - If the student stops breathing on their own, clear student's airway, tilt their head back, lift their chin, pinch their nose, and give one breath every 5 seconds.
  - If the student resumes breathing, lay them on their side to prevent choking.
- Stay with the student until emergency assistance arrives.

\*Additional educational resources can be found at [Responding to Opioid Overdose](#)  
- [National Harm Reduction Coalition](#).

## **Section II: Student Smartphone Use Policy**

### **Purpose:**

Opportunities for Learning-Duarte (“School”) recognizes that using smartphones may be beneficial to student learning and well-being but could also be disruptive to the School’s instructional program. The purpose of this policy is to limit or prohibit the use of smartphones by students while at a Opportunities for Learning-Duarte Learning Center or under the supervision and control of an employee of the School in accordance with California Law– Education Code Section 48901.7. The development of this policy involved significant stakeholder participation to ensure that it is responsive to the unique needs of students, parents, and educators in our community. The Principal or designee will ensure that students and parents/guardians are informed of this policy annually. Additionally, this policy shall be reviewed and updated at least once every five (5) years.

### **Definitions:**

- A. Smartphone – for the purposes of this policy, a smartphone is defined as a mobile device that combines cellular and mobile computing functions, including internet access, app usage, and communication capabilities, such as voice calls, text messaging, and email.
- B. Instructional Time – is when the school is responsible for a student, and the student is expected to be actively engaged in a learning activity. Instructional time includes regular classroom lessons, required activities outside the classroom, and extra help like counseling, tutoring, or private meetings with teachers during or after school hours.
- C. Non-Instructional Time – is when a student is not expected to be actively engaged in a learning activity. Non-instructional time includes periods before entering or after exiting the Learning Center, as well as the dedicated lunch break.

### **Use of Smartphones During Instructional Time:**

During instructional time, students must (a) keep smartphones powered off or placed in “Airplane” mode and (b) store smartphones in the designated storage location. The School administrator will designate one (1) storage location to be used

by all students at each Opportunities for Learning-Duarte Learning Center, which may include phone pouches such as Yondr, Inc. pouches, a classroom phone holder, a locked storage unit, or backpacks.

### **Use of Smartphones During Non-Instructional Time:**

School staff members may restrict student use of smartphones during non-instructional time at their discretion to support learning or prevent disruptions to the school environment. Students must comply with any request by a staff member to cease the use of a smartphone, even during non-instructional time.

### **Exceptions to Smartphone Use Restrictions**

Notwithstanding the above, a student shall not be prohibited from possessing or using a smartphone under any of the following circumstances in accordance with California Law – Education Code Section 48901.7(b):

- A. In the case of an emergency or in response to a perceived threat of danger. Students will be directed by staff on how to use smartphones during safety drills so that students may practice gaining access to a smartphone during an emergency situation.
- B. When a staff member grants permission to a student to possess or use the smartphone, subject to any reasonable limitation imposed by that staff member.
- C. When a licensed physician and/or surgeon determines that the possession or use of a smartphone is necessary for the health or well-being of the student, however, the use of the smartphone must be strictly limited to what is necessary for the student's health and well-being, as specified by the medical provider.
- D. When the possession or use of a smartphone is required in the student's Individualized Education Program (IEP).

### **Policy Violations**

A student who violates this policy or otherwise engages in the unauthorized use of smartphones may be restricted from possessing a smartphone at the school site(s) and/or at any school activities. Additionally, the student may be subject to disciplinary action in accordance with applicable law and the Opportunities for

## Learning-Duarte Discipline Policy.

Unauthorized Use includes use of smartphones: (a) during instructional time or school activities without the permission of a teacher or administrator, (b) after school personnel has requested the student to cease using the smartphone, even during non-instructional time, (c) in any manner which is unlawful, inappropriate, harassing, or for purposes of cheating academically, or (d) in any manner which infringes on the privacy rights of any individual, poses a threat or danger to the safety of students, school personnel, or school property, or substantially disrupts school activities.

If a staff member witnesses a student engaging in the Unauthorized Use of a smartphone, the staff member shall have the discretion to exercise any of the following options:

- A. Direct the student to immediately turn off the smartphone and store it in its designated storage location.
- B. Confiscate the smartphone until the end of the instructional time, school day, or school activity.
- C. Confiscate the smartphone and turn it over to the School administrator (or designee). The School administrator or designee will determine when and how the smartphone will be returned, including, for example, requiring a parent/guardian/caregiver to pick it up from the school site.
- D. Recommend and/or initiate disciplinary action in accordance with the Opportunities for Learning-Duarte Discipline Policy.

### **Staff Responsibility for Confiscated Smartphones:**

School staff members will store confiscated smartphones in the designated, secured location. The School administrator will designate one (1) storage location to be used by all staff members at each Opportunities for Learning-Duarte Learning Center, which may include a locked room, storage area, or a locked drawer/cabinet.

While staff members will take reasonable measures to ensure the security of confiscated devices, Opportunities for Learning-Duarte is not responsible for any loss, theft, or damage that may occur while the device is confiscated or otherwise

handled by a staff member pursuant to the policy.

**Smartphone Data Privacy:**

This policy does not authorize monitoring, collecting, or otherwise accessing any information related to a student’s online activities in violation of California Law – Education Code Section 48901.7(c) or other applicable law.

**Staff Training:**

School staff members will receive comprehensive training on the newly established smartphone policy. This training will ensure that staff members are fully informed of the policy guidelines, enforcement procedures, and the rationale for its implementation.

Training sessions will be conducted at the beginning of each academic year and as needed throughout the school year. By equipping staff with the necessary knowledge and tools, Opportunities for Learning-Duarte aims to create a supportive school environment that prioritizes academic success and student well-being.

## **Section 12: Search and Seizure Policy**

Opportunities for Learning-Duarte (School) strives to ensure the safety of its students. In order to do this, School officials may need to question and/or search a student and their belongings in accordance with this policy. The purpose of this policy is to outline administrative procedures for a school official conducting searches of a student's person, backpack, bag, and/or other belongings for weapons, stolen property, drugs, alcohol, or other contraband, and the confiscation of such items, on School property or at School activities.

A "school official" for purposes of this policy refers to a school administrator.

Students should not have an expectation of privacy on school property, including, but not limited to lockers, desks, cubbies, and other areas. School may access school property at any time. Nonetheless, School recognizes that unreasonable searches of students and their belongings are a violation of privacy. No student shall be searched without reasonable suspicion, in an unreasonable manner, or in violation of applicable law.

The well-established legal standard applicable to a school official's search of a student or the student's property is a "reasonableness" standard. This standard has two requirements:

1. "Justified in Inception": There must be reasonable suspicion that the student has violated or is violating the law or a school rule and that the search will reveal evidence of the student's violation. Reasonable suspicion requires specific and articulable facts (e.g., "The student smelled like marijuana") together with rational inferences based on those facts. A search of a student is unlawful if it is predicated on mere curiosity, rumor, or hunch.
2. "Reasonable in Scope": The search must be related to the violation and not excessively intrusive, given the student's age and gender and the nature of the violation. If an item is found that leads to reasonable suspicion that additional

violation(s) have occurred and/or are present, the search may then be extended in accordance with this policy and applicable law. If the initial search produces no evidence of any violation, there should be no extension of the search.

### **STUDENT SEARCH PROCEDURES**

1. Whenever practicable, the School official shall conduct the search in the presence of another School official.
2. No search will be conducted absent the existence of reasonable suspicion at the inception of the search.
3. Whenever practicable, searches of students shall be conducted outside the presence of other students.
4. Whenever practicable, searches of students shall be conducted by a person of the same gender as the student. If the School is aware or the student states a preferred gender different from their assigned gender, a School official who identifies with the student's stated gender will conduct the search. Non-binary students will be searched by a School official of any gender or otherwise in accordance with the student's preference, whenever practicable.
5. Whenever practicable and appropriate, the student shall be present if their belongings are being searched. Caution should be exercised in the search of a student's belongings to minimize any impact on the student's belongings.
6. Searches that involve removing or arranging any or all of the clothing of a student to permit a visual inspection of the underclothing, breast, buttocks, or genitalia of the student are strictly prohibited. Cavity searches are also prohibited.
7. If a School official finds illegal, unauthorized, or contraband materials after a search, such materials should be turned over to the proper legal authorities if practicable and as appropriate under the circumstances.
8. The School official shall be responsible for the prompt recording in writing of each student search, including the reasons for the search; objective, factual information received that established the need for the search; the name of the informant, if any; the person(s) present when the search was conducted; any substances or objects found and the disposition made of them; any subsequent action taken or support needed. The "Student Related Incident Report" and "Student Statement of Incident" forms must be utilized, and any witness declarations should be taken, if necessary. If appropriate under the

circumstances, the school official shall photograph any substances or objects found during the search that violate the law or a School rule so the photograph(s) may be used during the discipline process.

### **USE OF WEAPONS DETECTION SYSTEMS**

School finds that the presence of weapons on School property or at School activities threatens School's ability to provide the safe and orderly learning environment to which School's students and staff are entitled. School also finds that stationary weapons detection systems offer a reasonable means to keep weapons out of School property, maintain safety, and mitigate the fears of students and staff. School officials may use stationary weapons detection systems and technology such as metal detectors, AI-based security and detection systems, or other scanning methods as reasonably necessary to keep weapons out of School property. In consideration of laws addressing protections against unreasonable searches and seizures, School officials shall ensure that weapons detection systems are used in a neutral, circumspect, uniform, consistent and non-discriminatory manner. School officials shall ensure that signs are posted at all resource centers at which weapons detection systems are to be used to explain that anyone may be scanned for guns, knives, or other illegal weapons when on School property or at School activities. Any search of a student following activation of the weapons detection system shall follow the Student Search Procedures described above and be limited to the detection of the cause of the activation.

### **STUDENT DISCIPLINE**

The School's discipline policy shall be followed to address and evaluate any misconduct and determine if suspension or expulsion is warranted. The School administrator may establish a behavior action plan to document the actions taken by the School following the incident.

### **ADDITIONAL PROCEDURES**

- School officials can briefly stop a student and question them. Mere questioning does not constitute a search. However, questioning should never be done in an arbitrary, capricious, discriminatory, or harassing manner or in

a way that otherwise violates school policies.

- Police officers must have “probable cause” to search a student. For School officials, the standard is “reasonable suspicion,” as delineated above, which is a lower standard than probable cause.
- School officials do not need a warrant or consent before searching a student who is under their authority.

### **SEARCHES OF PERSONAL ELECTRONIC DEVICES**

School shall follow all applicable laws regarding searches of students’ personal electronic devices. A student’s personal cell phone or other personal electronic device shall not be searched by a School official unless the student provides specific consent to the search and there is reasonable suspicion at the inception of the search that the student has violated or is violating the law or a School rule and that the search will reveal evidence of the student’s violation. Searches of electronic devices must be narrow in scope and limited to the types of information and areas within the electronic device that may reasonably contain evidence of the student’s violation of law or School rules.

If a School official has a good faith belief that there is an emergency involving danger of death or serious physical injury to any person that requires access to a student’s electronic device, and the student refuses to provide specific consent to the search, the School official may request the assistance of law enforcement officials to conduct a search of the electronic device in accordance with applicable law.

Nothing in this policy prohibits School from confiscating a student’s personal electronic device without searching its contents if the student’s use or possession of the electronic device is in violation of School’s policies.

## **Section 13: Youth Suicide Prevention Policy**

### **Purpose**

The purpose of this policy is to protect the health and well-being of all Opportunities for Learning-Duarte (School) students by having procedures in place to prevent, assess the risk of, intervene in, and respond to suicide. This policy aims to safeguard students against suicide attempts, deaths, and other trauma associated with suicide, including ensuring adequate support for families affected by students who have experienced loss associated with suicide. This policy was developed in consultation with school and community stakeholders, county mental health plans, school-employed mental health professionals, and suicide experts. The Charter School's governing board will review and update this policy periodically as needed, but no less than every five years.

### **Definitions**

1. At-risk for suicide: A student who is considered "at-risk for suicide" has made a suicide attempt, has the intent to die by suicide, or has displayed a significant change in behavior suggesting the onset or deterioration of a mental health condition. The student may have thought about suicide, including potential means of death, and may have a plan. In addition, the student may exhibit feelings of isolation, hopelessness, helplessness, and the inability to tolerate any more pain. This situation would necessitate a referral, as documented in the following procedures.
2. High-risk for suicide: Students who are considered to be in the "high-risk for suicide" group include but are not limited to youth bereaved by suicide; youth with disabilities, mental illness, or substance use disorders; youth experiencing homelessness or in out-of-home settings, such as foster care; or lesbian, gay, bisexual, transgender, or questioning youth (LGBTQ+).
3. Mental health: A state of mental and emotional well-being that can impact wellness choices and actions. Mental health problems include mental and substance use disorders.
4. Postvention: Suicide postvention is a crisis intervention strategy designed to reduce the risk of suicide and suicide contagion, provide the support needed

to help survivors cope with a suicide death, address the social stigma associated with suicide, and disseminate factual information after the suicide death of a member of the school community.

5. Risk assessment: An evaluation of a student who may be at risk for suicide conducted by a mental health professional who has been specifically trained in crisis preparedness. This assessment is designed to elicit information regarding the student's intent to die by suicide, previous history of suicide attempts, presence of a suicide plan and its level of lethality and availability, presence of support systems, level of hopelessness and helplessness, mental status, and other relevant risk factors.
6. Risk factors for suicide: Characteristics or conditions that increase the chance that a person may try to take their life. Suicide risk tends to be highest when someone has several risk factors at the same time. Risk factors may encompass biological, psychological, and/or social factors in the individual, family, and environment.
7. Self-harm: Behavior that is self-directed and deliberately results in injury or the potential for injury to oneself. It can be categorized as either non-suicidal or suicidal. Although self-harm often lacks suicidal intent, youth who engage in self-harm are more likely to attempt suicide.
8. Suicide: Death caused by self-directed injurious behavior with any intent to die as a result of the behavior. The coroner's or medical examiner's office must first confirm that the death was a suicide before any school official may state this as the cause of death.
9. Suicide attempt: A self-injurious behavior for which there is evidence that the person had at least some intent to kill themselves. A suicide attempt may result in death, injuries, or no injuries. A mixture of ambivalent feelings, such as the wish to die and the desire to live, is a common experience with most suicide attempts. Therefore, ambivalence is not a sign of a less severe or less dangerous suicide attempt.
10. Suicidal behavior: Suicide attempts, intentional injury to self associated with at least some level of intent, developing a plan or strategy for suicide, gathering the means for a suicide plan, or any other overt action or thought indicating intent to end one's life.

11. Suicide contagion: The process by which suicidal behavior or suicide influences an increase in the suicidal behaviors of others. Guilt, identification, and modeling are each thought to play a role in contagion. Although rare, suicide contagion can result in a cluster of suicides.
12. Suicidal ideation: Thinking about, considering, or planning for self-injurious behavior that may result in death. A desire to be dead without a plan or intent to end one's life is still considered suicidal ideation and should be taken seriously.

## **Scope**

This policy covers actions within the school, on school property, at school-sponsored functions and activities, and at school-sponsored out-of-school events where school staff are present. School employees must act only within the authorization and scope of their credential or license. This policy should not be construed as authorizing or encouraging an employee to diagnose or treat mental illness unless the employee is specifically licensed or employed in that capacity.

While it is expected that school professionals are able to identify suicide risk factors and warning signs, screen and assess to identify suicide risk and provide ongoing support to students identified as at-risk, the care or treatment for suicidal ideation is typically beyond the scope of services offered in the school setting.

## **Risk Factors and Protective Factors**

### **Risk Factors**

Risk factors for suicide are characteristics or conditions that increase the chance that a person may try to take their life. Suicide risk tends to be highest when someone has several risk factors at the same time.

The most frequently cited risk factors for suicide are:

- Major depression (feeling down in a way that impacts your daily life) or

bipolar disorder (severe mood swings)

- Problems with alcohol or drugs
- Unusual thoughts and behavior or confusion about reality
- Personality traits that create a pattern of intense, unstable relationships or trouble with the law
- Impulsivity and aggression, especially along with a mental disorder
- Previous suicide attempt or family history of a suicide attempt or mental disorder
- Serious medical condition and/or pain

It is essential to bear in mind that the large majority of people with mental disorders or othersuicide risk factors do not engage in suicidal behavior.

### **High Risk Student Population**

The following student populations are considered to be high-risk for suicidal behavior:

1. Youth living with mental and/or substance use disorders: While the large majority of people with mental disorders do not engage in suicidal behavior, “40.4 percent of youth suicide decedents between 2010–2021 had a documented mental health condition” (Chaudhary et al. 2024). Mental disorders, in particular depression or bipolar (manic–depressive) disorder, alcohol or substance abuse, schizophrenia and other psychotic disorders, borderline personality disorder, conduct disorders, and anxiety disorders, are important risk factors for suicidal behavior among young people. The majority of people suffering from these mental disorders are not engaged in treatment, which may render recognition of suicidal risk more difficult.
2. Youth who engage in self-harm or have attempted suicide: Suicide risk among those who engage in self-harm is significantly higher than the general population. Additionally, a previous suicide attempt is a known predictor of suicide death.
3. Youth in out-of-home settings: Youth involved in the juvenile justice or child welfare systems have a high prevalence of many risk factors for suicide. Between 2000 and 2014, suicide rates were consistently 2 to 3 times higher

for youth in juvenile correctional facilities than for those in the general youth population (Ruch et al., 2019).

4. Youth experiencing unstable housing due to homelessness, foster care, family migrant worker status, or active-duty military family status (HMMFY): For youth experiencing homelessness, rates of suicide attempts are higher than those of the youth population in general. In 2023, the Centers for Disease Control and Prevention (McKinnon) reported that “adjusting for other demographic variables, students who experienced unstable housing were nearly twice as likely to have seriously considered suicide or made a suicide plan during the past year, and more than three times as likely to have attempted suicide during the past year.”
5. LGBTQ+ youth: In 2024, The Youth Risk Behavior Survey Data Summary & Trends Report: 2013–2023 (Centers for Disease Control and Prevention) reported that 20 percent of LGBTQ+ youth attempted suicide during the past year as compared to 6 percent of cisgender and heterosexual youth. Suicidal behavior among LGBTQ+ youth can be related to experiences of discrimination, family rejection, harassment, bullying, violence, and victimization
6. Youth bereaved by suicide: Youth who have experienced suicide loss through the death of a friend or loved one are at increased risk for suicide themselves.
7. Youth living with medical conditions and disabilities: Many medical conditions are associated with an elevated risk for suicidal behavior. Some of these conditions include chronic pain, loss of mobility, disfigurement, cognitive styles that make problem-solving a challenge, and other chronic limitations.

### Protective Factors

Protective factors for suicide are characteristics or conditions that may help to decrease a person’s suicide risk. While these factors do not eliminate the possibility of suicide, especially in someone with risk factors, they may help to reduce that risk. Protective factors for suicide have not been studied as thoroughly as risk factors, so less is known about them.

Protective factors for suicide include:

- Receiving effective mental health care
- Positive connections to family, peers, community, and social institutions such as marriage and religion that foster resilience
- The skills and ability to solve problems

Protective factors do not entirely remove risk, especially when there is a personal or family history of depression or other mental disorders.

## **Prevention**

### Crisis Response Team

To ensure the policies regarding suicide prevention are appropriately adopted, implemented, and updated, the School created a Crisis Response Team consisting of administrators, mental health professionals, and relevant staff. The Crisis Response Team will be responsible for planning and coordinating the implementation of this policy. The Crisis Response Team will be the point of contact for issues relating to suicide prevention and policy implementation. All staff members shall report students they believe to be at elevated risk for suicide to the Crisis Response Team.

When a student self-reports degrees of elevated risk, staff shall convene the Crisis Response Team.

The Crisis Response Team members are listed below:

1. School Principal
2. School Assistant Principal
3. School Mental Health Professional
4. School Nurse
5. School Counselor
6. Student Teacher of Record and Special Education Teacher (when applicable)

Staff Professional Development

All staff will receive annual training on suicide awareness and prevention, including information on the risk factors, warning signs, protective factors, response procedures, referrals, postvention, and resources.

Training will include additional information regarding groups of students who are considered to be at “high-risk” for suicide, including those living with mental and/or substance use disorders, those who engage in self-harm or have attempted suicide, those in out-of-home settings (e.g., juvenile justice facilities), those experiencing HMMFY, LGBTQ+ students, students bereaved by suicide, and those with medical conditions or certain types of disabilities. The training materials will also include information on how to identify appropriate mental health services, both at the school site and within the community at large, and when and how to refer youth and their families to those services. Training materials may also include programs that can be completed through self-reviewing suitable suicide prevention materials.

### **Publication and Distribution**

This policy will be distributed annually in the Comprehensive School Safety Plan (CSSP) and posted on the School website. Students, parents, and guardians may access the policy at any time.

### **Intervention, Assessment, and Referral**

Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation or when they have knowledge or concerns about another student’s emotional distress, suicidal ideation, or attempt.

When a staff person identifies a student as potentially suicidal, e.g., verbalizes about suicide, presents overt risk factors such as agitation or intoxication, the act of self-harm occurs, or the student self-refers:

1. The staff person will continuously supervise the student while contacting

the site administrator and a school mental health professional.

2. The school mental health professional will conduct a risk assessment.
3. The Crisis Response Team will contact the student's parent or guardian following the Parental Notification and Involvement procedures described herein. Based on the risk assessment, the family will be provided with an urgent referral for appropriate school and/or community resources. The referral process may include calling emergency services or bringing the student to the local Emergency Department when appropriate.
4. The Crisis Response Team will ask the student's parent or guardian for written permission to discuss the student's health with the student's outside-of-school healthcare providers, if appropriate.
5. The student's parent/guardian, principal, staff, school psychologist, and other providers, if needed, will participate in a return-to-school meeting. The purpose of the meeting will be to understand the appropriate referrals and interventions the student may need upon their return to school.

#### Imminent Danger

The school will limit the involvement and notification of law enforcement officials to situations in which a student's life is in imminent danger, and a mental health professional cannot address their needs. If the student is in imminent danger (e.g., has access to a gun, is on a rooftop, or is in other unsafe conditions), the Crisis Response Team or designated staff member shall call 911. The call shall not be made

in the presence of the student, and the student shall not be left unsupervised. Staff shall not physically restrain or block an exit.

#### **Action Plan for In-School Suicide Attempts**

In the case of an in-school suicide attempt, the health and safety of the student and those around them are critical. The following steps should be implemented:

1. Remain calm and remember that the student is overwhelmed, confused, and emotionally distressed.
2. Provide comfort to the student.

3. Listen and let the student express their feelings or thoughts.
4. Supervise the student constantly to ensure their safety until professional medical treatment and/or transportation can be received. Do not send the student away or leave them alone, even if they need to go to the restroom.
5. Move all other students out of the immediate area as soon as possible.
6. Immediately notify the Crisis Response Team and school leadership.
7. If deemed necessary, call 911 and give the emergency dispatcher as much information as possible about any suicide note, medications taken, access to weapons, etc.
8. If needed, provide medical first aid until a medical professional is available.
9. The principal or designee will contact the student's parent or guardian as soon as possible following the Parental Involvement and Notification procedures described herein.
10. Review options and resources of people who can help.
11. Be comfortable with moments of silence as you and the student will need time to process the situation.
12. Be respectful. Promise privacy and help, but do not promise confidentiality.
13. The Crisis Response Team will assess whether additional steps should be taken to ensure student safety and well-being.
14. If appropriate, staff will immediately request a mental health assessment for the youth.
15. The student should only be released to parents or to a person who is qualified and trained to provide help.
16. Follow the Return to School Procedures described herein.

### **Action Plan for Out-of-School Suicide Attempts**

If a staff member becomes aware of a suicide attempt by a student outside of school property, the student's privacy must be maintained. The following steps should be implemented:

1. Call the police and/or emergency medical services, such as 911.
  - a. If the student contacts a staff member and expresses suicidal ideation, the staff member should maintain contact with the student

(either in person, online, or on the phone). The staff member should then enlist the assistance of another person to contact the police and/or emergency medical services while maintaining verbal engagement with the student.

2. Contact the student's parent or guardian and offer support to the family.
3. Inform the Crisis Response Team.
4. Provide care and determine appropriate support to affected students.
5. Refer the student to a mental health professional to conduct a risk assessment.
6. Offer the student and the parent/guardian steps for the return to school plan
7. Follow the Return to School Procedures described herein.

### **Return to School Procedures**

A student who has threatened or attempted suicide is at a higher risk for suicide in the months following the crisis. Therefore, an appropriate return to school process is an important component of suicide prevention. For students returning to school after a mental health crisis, the Crisis Response Team, school psychologist, and/or mental health professional will meet with the student's parent or guardian and, if appropriate, meet with the student to discuss a return to school plan.

The steps may include, but are not limited to:

1. The school mental health professional or other designee will be identified to coordinate with the student, their parent or guardian, and any outside-of-school mental health care providers to monitor the student's actions and mood.
2. The parent or guardian will provide documentation from a mental health care provider that the student has undergone examination and that he/she/they are no longer a danger to themselves or others. The school may also obtain a written release of information signed by the parent/guardian to allow the school to communicate with providers.
3. The school mental health professional or other designee will periodically check in with the student to help the student readjust to the school

community and address any ongoing concerns.

4. The school mental health professional or other designee will confer with the student and parents/guardians about any specific requests on how to handle the situation.
5. The school mental health professional or other designee will meet with the student's teacher(s) to review recommended support and signs to look for in order to better support the student.
6. School leadership and teacher(s) will allow accommodations for the student to make up work if appropriate.
7. The school mental health professional or other designee will work with parents/guardians to involve the student in an aftercare plan and school safety plan if needed.

### **Parental Notification and Involvement**

In situations where a student is considered at-risk for suicide or has made a suicide attempt, the student's parent or guardian will be informed as soon as practicable by the principal, designee, or school-provided mental health professional. If appropriate, staff may also seek parental permission to communicate with outside-of-school mental health care providers regarding the student.

Through discussion with the student, the principal, designee, or school-provided mental health professional will assess whether there is further risk of harm due to parent or guardian notification. If the principal, designee, or school-provided mental health professional believes, in their professional capacity, that contacting the parent or guardian would endanger the health or well-being of the student, they may delay such contact as appropriate and instead, contact and consult with Child Protective Services (CPS). If parental contact is delayed, the reasons for the delay should be documented.

School staff are required to verify with the parent/guardian that follow-up treatment has been accessed. Parents/guardians will be required to provide documentation of care to the school. If parents/guardians refuse or neglect to

access treatment for a student who has been identified to be at-risk for suicide or in emotional distress, an appropriate school staff member will meet with the parents/guardians to identify barriers to treatment (e.g., cultural stigma, financial issues), work to rectify the situation, and build understanding of the importance of care. If follow-up care for the student is still not provided, school staff should consider contacting Child Protective Services (CPS) to report neglect of the youth.

## **Postvention**

It is important to respond to a suicide death appropriately. A death by suicide in the school community can have serious negative consequences on students and staff. Therefore, the School will ensure that it implements an action plan when responding to a suicide death.

### Development and Implementation of an Action Plan

The Crisis Response Team will develop an action plan to guide the School's response following a death by suicide. A meeting of appropriate school staff to implement the action plan should take place immediately following news of the suicide death. The action plan may include the following steps:

1. **Verify the death:** Staff will confirm the death and determine the cause of death through communication with the student's parent or guardian or police department. Even when a case is perceived as being an obvious instance of suicide, it should not be labeled as such until after a cause of death ruling has been made. If the cause of death has been confirmed as suicide, but the parent or guardian will not permit the cause of death to be disclosed, the school will not share the cause of death.
2. **Assess the situation:** The Crisis Response Team and a mental health professional will meet to prepare the postvention response, consider how severely the death is likely to affect other students, and determine which students are most likely to be affected. The Crisis Response Team and appropriate school staff will also consider how recently other traumatic events have occurred within the school community and the time of year of

the suicide. If the death occurred during a school vacation, the need for, or scale of, postvention activities may be reduced if appropriate.

3. Communication following death:
  - a. Before the death is officially classified as a suicide by the coroner's office, the death may be reported to staff, students, and parents/guardians with an acknowledgment that its cause is unknown. Inform the faculty that a sudden death has occurred, preferably in a staff meeting. Write a statement for staff members to share with students when appropriate. The statement should acknowledge the death but not include specific details, such as the cause of the death (i.e., suicide); include known funeral arrangements; recognize the sorrow that the news has and will cause; and include information about the resources available to help students cope with their grief. Staff should avoid making public announcements or holding school-wide assemblies discussing the student's death.
  - b. After the death is officially classified as suicide by the coroner's office, the school administrator and school mental health professional may consider preparing a letter (with input and permission from the student's parent or guardian) to send home with students. The letter may include facts about the death, information about what the school is doing to support students, the warning signs of suicidal behavior, and a list of resources available. Staff shall not share explicit, graphic, or dramatic content, including the manner of death.
4. Avoid suicide contagion: The school administrator and school mental health professional should explain in the staff meeting described above that one purpose of trying to identify and give services to other at-risk or high-risk students is to prevent another death. The school administrator and school mental health professional will work with teachers to identify students who are most likely to be significantly affected by the death. In the staff meeting, the school administrator and school mental health professional will review suicide warning signs and procedures for reporting students who present concerns.

5. Initiate support services: Students identified as being more likely to be affected by the death will be assessed by a school mental health professional to determine the level of support needed. The school administrator and school mental health professional will coordinate support services for students and staff in need of individual and small-group counseling as needed.
6. Memorial plans: The school should not create on-campus physical memorials (e.g., photos, flowers), funeral services, or fly the flag at half-mast because it may sensationalize the death and encourage suicide contagion. School should not be canceled for the funeral. The school should suggest to the parent/guardian that the funeral be held outside of school hours, if possible, and encourage parents/guardians of students to attend funeral/memorial with their children. The school should offer a safe space at the learning center for students to utilize if needed before/after funeral or memorial service.

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#### Additional Resources

For more resources for students, families, educators, and school leaders, visit the California Department of Education webpage on Youth Suicide Prevention:  
<https://www.cde.ca.gov/ls/mh/suicideprevres.asp>

## **Section 14: Cardiac Emergency Response Plan**

Governing Law: EC §32282(a)(2)(M) – When a comprehensive school safety plan is next reviewed and updated on or after July 1, 2025, procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life threatening medical emergency while on school grounds.

### **Purpose**

According to the Sudden Cardiac Arrest Foundation, in the United States, it is estimated that annually 356,000 adults experience out-of-hospital cardiac arrest as well as 23,000 pediatric cardiac arrests. Although approximately 90% of those people will not survive the event, the likelihood of survival increases with prompt intervention. According to the American Heart Association (AHA), early intervention that includes CPR and restoration of normal heart rhythm with the use of an AED increases the chance of survival.

The school has established the following Cardiac Emergency Response Plan (CERP) in an effort to maintain a safe learning and working environment. This plan describes the school's response to a sudden cardiac arrest (SCA). This plan outlines the Cardiac Emergency Response Team (CERT), AED maintenance and locations, CERP protocol and related staff training/certification.

### **Cardiac Emergency Response Team (CERT)**

All school staff who have current CPR/AED training from a nationally recognized organization will be identified and trained as the School's Cardiac Emergency Response Team (CERT). This team is composed of school leadership, teaching and support staff who work directly with students either on campus or at school sponsored events such as sports or field trips. All certifications should be submitted to the HR helpdesk for digital recording. Additionally, a list of all team members and a copy of current certifications will be maintained in the School's emergency binder located at the front desk.

The School has designated the Cardiac Emergency Response Team Coordinator to oversee CPR-AED program activities, such as verifying and tracking equipment

readiness and maintenance, training, education, and plan evaluation.

### **AED Placement, Installation and Maintenance**

AEDs shall be accessible for responding to a cardiac emergency during day and night activities (e.g., sports activities, after-school activities, etc.) in accordance with this CERP.

The School has installed at least one AED located inside a clear mounted cabinet which is to remain unlocked, located at the front desk. At least one AED is to be located in close proximity to naloxone and epinephrine autoinjectors. Each AED shall have one set of AED pads with the device. A resuscitation kit shall be connected to the AED carry case.

Each stationary AED case is clearly marked with a projecting universal AED sign installed above the cabinet to be easily identified. Travel AEDs are clearly marked in a backpack or hard case.

Each school AED is regularly checked and maintained in accordance with the AED's specific operating manual.

### **Communication of the CERP Protocol**

The CERP protocol should be visibly posted in places such as (but not limited to):

- In each classroom
- Adjacent to each AED
- Attached to all portable AED

The CERP protocol will be distributed to all staff and administrators at the start of each school year, with updates distributed as they are made. New staff members will receive the CERP protocol in their orientation materials.

### **Training in Cardiopulmonary Resuscitation (CPR) and Automated External Defibrillator (AED) Use**

School staff including athletic coaches are trained in cardiopulmonary resuscitation (CPR) and in the use of an AED. Training will be renewed at least every two years.

Training may be acquired via traditional classroom, on-line, or blended instruction but must include cognitive learning, hands-on practice, and testing.

All staff and appropriate volunteers, regardless of if they are a CERT member, will receive annual training on SCA and understand how to recognize a cardiac arrest, how to initiate the response team, and know where the AEDs are located.

### **Local Emergency Medical Services (EMS) Integration with the School Plan**

The School will provide a copy of this CERP to local emergency response and dispatch agencies (e.g., the 9-1-1 response system), which may include local police, fire departments, and local EMS.

The development and implementation of the CERP shall be shared with the local EMS Agency, organization safety officials, on-site first responders, administrators, organizational leadership, athletic trainers, school nurses, and other members of the school or community medical team.

### **Conduct Practice Drills**

Cardiac Emergency Response Drills are an essential component of this plan. The school site will conduct no less than one CERP drill each year with the participation of staff, safety officials, and other targeted responders as possible. A successful Cardiac Emergency Response Drill is defined as full and successful completion of the Drill in 5 minutes or less.

### **Activation of CERT During an Identified Cardiac Emergency**

The school will activate the CERT immediately when a cardiac emergency is suspected. The Protocol for responding to a cardiac emergency is posted and readily accessible to anyone on campus.

### **Post-Event Documentation**

The school will report and document any incident related to school safety using the digital incident reporting system. Any incident requiring the activation of the CERP Protocol must also be documented using the SCA post-event documentation form.

Post-event documentation and action shall include the following:

1. Date, time, and location of the cardiac emergency and the steps taken to respond to the cardiac emergency.
2. Identification of the person(s) who responded to the emergency.
3. The outcome of the cardiac emergency. This shall include, but not be limited to, a summary of the presumed medical condition of the person who experienced the cardiac emergency to the extent that the information is publicly available. Personal identifiers should not be collected unless the information is publicly available.
4. An evaluation of whether the CERP and CERP Protocol was sufficient to enable an appropriate response to the specific cardiac emergency. The review shall include recommendations for improvements to the CERP and CERP Protocol and in its implementation if the plan was not optimally suited for the specific incident. The post-event review may include discussions with medical personnel (ideally through the school's medical counsel) to help in the debriefing process and to address any concerns regarding on-site medical management and coordination.
5. If the AED is taken with the patient or is removed from its cabinet, please place a sign identifying where the next closest one is located until an AED is put back in the cabinet.

After an actual emergency event occurs, the school may need assistance in downloading and storing information from the AED to aid in the patient's continued medical care.

### **Annual Review and Evaluation of the Plan**

The School will conduct an internal review of the CERP by way of annual review of the School's Comprehensive School Safety Plan.

The annual review should focus on ways to improve the response process, including the collection of post-event data following an event. The CERT will review existing documentation for any identified cardiac emergency that occurred at the location or at any sanctioned function.

Annual review and evaluation of the plan should include the following:

1. A contact list of individuals to be notified in case of a cardiac emergency.
2. Determine the procedures for the release of information regarding cardiac emergencies.
3. An evaluation of the debriefing process for responders and post-event support. This shall include the identification of aftercare services including crisis counselors and/or other local resources.
4. A review of the documentation for all Cardiac Emergency Response Drills performed during the year. Consider pre-established Drill report forms to be completed by all responders.
5. A determination, at least annually, as to whether additions, changes or modifications to the Plan are needed. Reasons for a change in the Plan may result from a change in established guidelines, an internal review following an actual cardiac emergency, or from changes in facilities, equipment, processes, technology, administration, or personnel

## **Cardiac Emergency Response Plan (CERP) Protocol**

Sudden cardiac arrest events can vary greatly. All staff and Cardiac Emergency Response Team (CERT) members must be prepared to perform the duties outlined below. Immediate action is crucial to successfully respond to a cardiac emergency. Consideration should be given to obtaining on-site ambulance coverage for high-risk athletic events. One should also identify the closest appropriate medical facility that is equipped with advanced cardiac care.

Follow these steps in responding to a suspected cardiac emergency:

1. **Recognize the following signs of sudden cardiac arrest** and act quickly in the event of one or more of the following:
  - a. The person is not moving, unresponsive, or unconscious.
  - b. The person is not breathing normally (has irregular breaths, gasping or gurgling, or is not breathing at all).
  - c. The person may appear to be having a seizure or is experiencing convulsion-like activity. Cardiac arrest victims commonly appear to be having convulsions. If the person is having a seizure without a sudden cardiac arrest an AED will not deliver a shock.
  - d. If the person received a blunt blow to the chest, this can cause cardiac arrest, a condition called commotio cordis. The person may have the signs of cardiac arrest described above and is treated the same.
2. Facilitate immediate access to professional medical help:
  - a. Call 9-1-1 as soon as you suspect a sudden cardiac arrest. Provide the facility address, cross streets, and patient's condition. Remain on the phone with 9-1-1. (Bring your mobile phone to the patient's side and put on speaker, if possible.) Give the exact location and provide the recommended route for ambulances to enter and exit and escort emergency responders to the victim.
  - b. Immediately contact the members of the Cardiac Emergency Response Team (CERT) using your facility's designated communication system (i.e. walkie talkies, overhead page).
  - c. If you are a CERT member, proceed immediately to the scene of

the cardiac emergency.

3. Start CPR as soon as possible. The first person who can start CPR should begin immediately and, if additional bystanders are available, other tasks can be delegated.
  - a. Begin continuous chest compressions and have someone retrieve the AED if not at the scene. Refer to the Act Now. Save a Life. (Simplified Adult Basic Life Support) graphic below.
  - b. Press hard and fast in the center of the chest, at 100-120 compressions per minute. (Faster than once per second, but slower than twice per second.) Use 2 hands: The heel of one hand and the other hand on top (or one hand for children under 8 years old), pushing to a depth of at least 2 inches (or 1/3rd the depth of the chest for children under 8 years old). Follow the 9-1-1 telecommunicator's instructions, if provided.
  - c. If you are able and comfortable giving rescue breaths, please use a barrier and provide 2 rescue breaths after 30 compressions.
4. AED Access. The person who can retrieve the AED the fastest (ideally en route to the scene) should get it to the site and leave the AED cabinet door open as a signal that the AED was retrieved.
5. Additional communication measures
  - a. Give the exact location of the emergency. ("Mr. /Ms. \_\_\_\_ Classroom, Office or Room # \_\_\_\_, gym, football field, cafeteria, etc."). Be sure to let EMS know which door to enter.
  - b. Assign someone to go to that door to wait for and flag down EMS responders and escort them to the exact location of the patient.
6. Use the nearest AED.
  - a. When the AED is brought to the patient's side, press the power-on button, and attach the pads to the patient as shown in the diagram on the pads. Then follow the AED's audio and visual instructions. If the person needs to be shocked to restore a normal heart rhythm, the AED will deliver one or more shocks. Be familiar with your school's AED and be aware if you will need to press the shock button or if it will deliver automatically.
    - Note: The AED will only deliver shocks if needed; if no shock is needed, no shock will be delivered.

- Minimize interruptions of compressions when placing AED pads to patient's bare chest.
- Continue CPR until the patient is responsive or a professional responder arrives and takes over. Make sure to rotate people doing compression to avoid fatigue.
- Do not remove AED pads even if the patient regains consciousness - the pads should be left in place until handoff to EMS occurs. This precaution is necessary in case the patient has a relapse.
- If the AED is used, be sure to have a plan to download the data, store the data, and deliver to the patient's cardiology care team.

b. Transition care to EMS.

- Once EMS arrives, there should be a clear transition of care from the CERT to EMS.
- CERT members' focus should now be on assisting EMS safely out of the building/parking lot.
- Provide EMS a copy of the patient's emergency card.

c. Action to be taken by Office / Administrative Staff.

- Confirm the exact location and the condition of the patient.
- Activate the CERT and give the exact location.
- Confirm that the CERT has responded.
- Confirm that 9-1-1 was called. If not, call 9-1-1 immediately.
- Assign a staff member to direct EMS to the scene.
- Perform "Crowd Control" - directing others away from the scene.
- Notify other staff: school nurse, athletic trainer, athletic director, safety director, safety manager, leadership, sports facilities manager, etc.
- Plan for ongoing coverage following an emergency response in case a subsequent event occurs.
- Consider having the people (e.g., staff, students) stay in place (e.g., delaying class changes or hallway traffic, services provided, dismissal, recess, or other changes) to facilitate CPR and EMS functions.

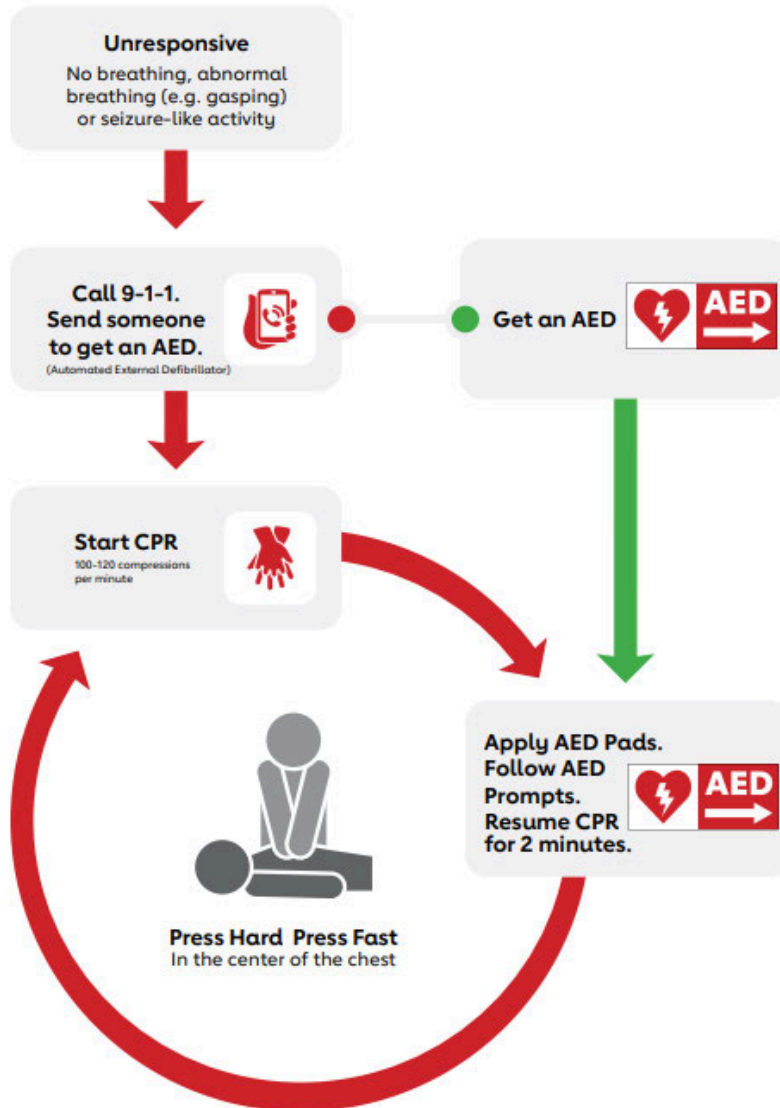
- Designate people to cover the duties of the CPR responders.
- Copy the patient's emergency information for EMS.
- Notify the patient's emergency contact (parent/guardian, spouse, etc.).
- Notify faculty and students, staff, employees, and sports attendees when to return to the normal schedule or services.
- Contact organization leadership (e.g., school district administration), human resources and/or other facility management (e.g., sports facility management).

d. Debrief

- Discuss the outcome of the cardiac emergency. This shall include but not be limited to a summary of the presumed medical condition of the person who experienced the cardiac emergency to the extent that the information is publicly available. Personal identifiers should not be collected unless the information is publicly available.
- An evaluation of whether the CERP was sufficient to enable an appropriate response to the specific cardiac emergency. The review shall include recommendations for improvements to the CERP and in its implementation if the CERP was not optimally suited for the specific incident. The post-event review may include discussions with medical personnel (ideally through the organization's medical counsel) to help in the debriefing process and to address any concerns regarding on-site medical management and coordination.
- An evaluation of the debriefing process for responders and post-event support. This shall include the identification of aftercare services including crisis counselors.

# Act Now. Save a Life.

Follow these steps to take action.



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## **Section 15: Instructional Continuity Plan**

California Education Code Section 32282(a)(3) requires local educational agencies to adopt an instructional continuity plan to establish communication with students and their families and to ensure all students can access instruction during a natural disaster or emergency pursuant to Education Code Section 41422 or Education Code Section 46392.

In the event of a natural disaster or emergency the school will work to ensure students are provided continuity of instruction throughout the duration of the emergency. Instruction may be accomplished either in-person, via distance learning or in some cases a combination of both. Access to instruction will be provided as soon as practicable, but no more than 10 instructional days following the emergency.

### **Preparing for disruptions**

The 2020 Coronavirus (COVID-19) pandemic required schools across the United States to close their doors to limit transmission. While it was initially thought this disruption in learning would be brief, it quickly became evident that the school would need to seek alternative measures to provide instructional continuity and access to vital support services for students for an extended period of time. Our non-classroom based instructional model and access to online learning curriculum allowed staff to transition to a distance learning environment.

In order to support instructional staff so that they were able to meet the needs of all students, the school provided access to professional development opportunities related to educational technology and instructional best practices for virtual learning, including student engagement and social-emotional learning strategies. This professional development has included training on Edmentum digital curriculum, various virtual meeting platforms, and virtual instruction tools, among others.

The school provided students with access to physical supplies that students may need for optimal learning while not on campus. This included tools such

as Student Activity Workbooks, textbooks, Chromebooks, school supplies and meals.

Drive-through supply pick-up and curriculum drop-off stations were established at the school. Access to these resources was communicated to students via email and other student communication portals.

A phased approach was followed when conditions allowed for limited in-person instruction, including social distancing and following local required protocols until a full return to on-site learning was possible. Providing instructional continuity throughout the COVID-19 pandemic has prepared the school to develop the following plan which will be followed in the event of a disruption in learning due to natural disaster or emergency.

### **Providing a safe place to learn**

In the event of a natural disaster, school leadership and the facilities management team will evaluate the state of the school building post-emergency to ensure the school community is safe to re-enter the building. This may include, if necessary the support of local emergency response and/or utility services. If the building is deemed unsafe for occupancy, the school will pivot to distance learning until the school building is deemed safe for occupancy.

In the event of a communicable disease outbreak, schools may reorganize the school interior furniture and establish a one-way flow of foot traffic to minimize the transmission of communicable diseases. The school will implement the use of Personal Protective Equipment (PPE) and social distancing protocols if required. The school will follow guidance, if received, from the local and California State Department of Public Health as well as CalOSHA.

### **Establishing communication with families post-emergency**

The school will establish two-way communication with students and their families as soon as practicable, but no later than five calendar days following an emergency to identify and provide support for students' social-emotional, mental

health and academic needs. School staff will conduct a general welfare survey upon initial contact and provide contact information for local support agencies.

**Steps to be taken post-emergency:**

1. Independent Study (IS) Teachers will, under the supervision of the Assistant Principal, initiate contact with each student on their roster by way of telephone call to the primary contact number on file. IS Teachers will log each attempt made to contact the student. Initial attempts must be made within the first 24 hours after the natural disaster or emergency. Support Staff may assist with these calls when possible. If the primary contact number on file is disconnected, subsequent contact numbers, including emergency contact numbers may be used in an effort to establish initial communication with the student. The school may also attempt to contact students via email and/or Google Chat.
2. When initial contact is made the IS Teacher or Support Staff member will:
  - a. conduct an initial screening to determine the current situation of the student and their family post-emergency and
  - b. verify all contact information on file including student, parent/guardian and emergency phone numbers and email addresses.
3. Staff will send the family a bulletin that contains the schools' contact information, information outlets, general updates and information on local support agencies.
4. The school will post the bulletin on the school's website and local social media pages and distribute it to all families via school messenger. A paper bulletin will be sent via US Mail to the home address on record within 48 hours of the emergency.
5. The IS Teacher will work to ensure continuous communication using an established method to provide next steps for continuity of instruction.
6. The school will post periodic updates to the school's website, local social media pages and Parent Square throughout the duration of the emergency.

### **Accessing technology and instructional materials**

In order to ensure access and connectivity for all pupils, the school has made Chromebooks available to all students who need one. The school will share local resources for low and no cost internet access with students and families. The school may address connectivity issues by providing hotspot internet service to students who do not have reliable access at home or at a temporary location such as an evacuation shelter. The school will distribute instructional materials such as Student Activity Workbooks, textbooks, notebooks, writing tools and student planners.

Additionally, the school may provide various social support items to students such as student swag bags, toiletries, feminine hygiene products, bus passes and PPE as appropriate to the situation.

The school will determine the method(s) of supply distribution to best fit the emergency type and needs and the capabilities of the school community. Distribution methods may include on-campus, drive through pick-up or by way of a satellite location distribution table. Shipping companies may be used for direct delivery.

### **Instruction & assessment during emergency**

The school will continue to offer IS Teacher appointments at a minimum of twice per week, offer synchronous instruction and daily live interaction as required per grade level, and provide asynchronous learning opportunities for students to progress academically while working independently.

The school will offer digital curriculum platforms (i.e. Edmentum, Bright Thinker Digital, and LYLA) to all students. Assessments will be completed using digital curriculum formats. Direct instructional classes will be offered via Google Classroom and/or Google Meet.

Assessments for all curricular modalities will be completed online once key assignments, alternative assessments, graded student activities, and/or Mastery Tests have been assessed for content mastery.

### **Students with exceptional needs**

All students are afforded the same educational offerings and opportunities, even in times of crisis. However, we understand that students within specific subgroups may require more specialized services and attention in order to be successful. The school will provide access to specialized academic support staff including but not limited to tutors, Math Intervention Specialist, English Learner Specialists and Coaches, Intervention Specialists, Career Pathway Coordinators, and Postsecondary Counselors to support the individualized needs of students.

Students with exceptional needs will be offered access to services aligned with those outlined within their IEP under emergency conditions with no interruptions. All IEPs will include a description of the means by which the student's special education and related services will be provided under emergency conditions when they cannot be provided in person for more than 10 school days.

### **Accessing support services**

The school will continue to provide academic and social-emotional support services during an emergency. Delivery of services may be performed either in-person, virtually or a combination of both. Examples of these services include but are not limited to

- Academic support
- School lunch program
- Mental health services
- School Psychologist support
- School Counselor access
- Tutoring services

### **Partnerships with neighboring schools**

While all reasonable efforts will be made to ensure minimal disruption in learning, some natural disasters may prove to be catastrophic. This may include major structural damage to the school building or surrounding area or great loss of life. This may result in the need for evacuation of the general area in which the student

resides or attends school. If the student is required to evacuate to a location outside of the general proximity of the school all efforts will be made to continue instruction with the same teaching staff. However, if it is determined instructional continuity is no longer feasible due to circumstances as a result of the natural disaster or emergency, the school will partner with the resource center closest to the student within the Opportunities for Learning network of charter schools to provide continuous access to instruction and other support services.

### **Return to in-person learning**

When a disaster results in a loss of access to the resource center, school leadership will provide continuous updates via school bulletin on when students can reasonably expect to return to on-site learning. Corrective measures will be taken to ensure the resource center has undergone any and all modifications and/or repairs required to provide a safe learning environment for the school community. This may require the school to implement a phased approach to providing access to the school building. A return to on-site learning timeline will be created by school leadership and shared out to the school community via school bulletin.