

# Comprehensive School Safety Plan

## 2025-26 School Year

**School:** Sacramento Valley Charter School  
**CDS Code:** 57726940124875  
**District:** Sacramento Valley Charter School  
**Address:** 2399 Sellers Way  
West Sacramento, CA 95691-3046  
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- with Staff 9/9/2025  
- with Law Enforcement  
- with Fire Authority

**Approved by:**

Name	Title	Signature	Date
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## California Comprehensive School Safety Plan (CSSP) Overview

The California Comprehensive School Safety Plan (CSSP) is a **mandated framework for all K-12 schools in California**. This includes public schools, public charter schools, community schools, and court schools. For school districts with fewer than 2,501 students, a single district-wide safety plan may cover all schools.

**Purpose:** The CSSP is designed to **identify and address potential risks on campus, prepare for emergencies, and ensure a safe and secure learning environment** for students and staff. It also aims to prevent violence and behaviors that undermine safety and security. Designated stakeholders must annually engage in a systematic planning process to develop strategies and policies for a wide range of incidents, including:

- Emergencies, natural, and other disasters
- Hate crimes and violence
- Cyberbullying, discrimination, and harassment
- Child abuse and neglect
- Discipline, suspension, and expulsion

### How to write your School Safety Plan

The CSSP must be **written and developed by the school site council (SSC)** or a designated safety planning committee. This committee typically includes the principal/designee, a teacher, a parent of a child attending the school, and a classified employee. It is also recommended to include students, mental health specialists, nurses, athletic coaches, multilingual community liaisons, food staff, custodians, local businesses, and nonprofits.

**Key Elements and Procedures (Required Components):** Your CSSP must include, but is not limited to, the following components:

- **Assessment of current school crime status** (reviewing office referrals, attendance, suspension/expulsion data, etc.).
- **Child abuse and neglect reporting procedures**, consistent with California Penal Code. This includes clear identification of child abuse/neglect signs and mandatory reporting obligations for all school/district employees and athletic coaches who have a "reasonable suspicion".
- **Disaster procedures**, routine and emergency plans, and crisis response plans, with adaptations for students with disabilities.
- **Earthquake emergency procedures**, including a school building disaster plan, a "drop" procedure practiced quarterly in elementary schools and semiannually in secondary schools, and protective measures.
- **Fire drills** (monthly for elementary/intermediate, twice yearly for secondary).
- **School building disaster plans** for situations like bomb threats, bioterrorism, intruders, weapons, explosions, gas/fumes, and power failures.
- Procedures allowing public agencies (e.g., American Red Cross) to **use school facilities for mass care and welfare shelters** during an emergency.
- **Suspension/expulsion policies and procedures**. Note that recent legislation (SB 274) prohibits suspensions and expulsions for willful defiance in K-12, with limited exceptions. Alternatives to suspension that focus on addressing root causes and improving behavioral and academic outcomes are encouraged.
- Procedures to **notify teachers of dangerous students**.
- **Discrimination and harassment policy**, including hate crime reporting procedures.
- **Schoolwide dress code**, if it exists, including prohibition of gang-related apparel.
- Procedures for **safe ingress and egress** of pupils, parents/guardians, and employees.
- Maintenance of a **safe and orderly learning environment**.
- **Rules and procedures on school discipline**.
- Procedures for **conducting tactical responses to criminal incidents**, including individuals with guns on school campuses and at school-related functions. Procedures for active shooters or other armed assailants should be based on specific needs and context. High-intensity drills are prohibited.
- Procedures to assess and respond to **dangerous, violent, or unlawful activity**.
- Procedures to respond to incidents involving **sudden cardiac arrest or other life-threatening medical emergencies** (required by July 1, 2025).
- A **protocol for opioid overdose** for grades 7-12.
- An **Instructional Continuity Plan** to provide instruction when in-person instruction is disrupted (required by July 1, 2025).

- Collaboration with **other school site councils or safety planning committees**.
- Annual access to the CDE's **online training resources for bullying and cyberbullying prevention** for certificated staff and all other school site employees who regularly interact with students. The CDE recommends including bullying/cyberbullying prevention policies in the CSSP.

### Recommended Components and Best Practices:

- **Staff Training:** Ensure all staff receive proper training on the CSSP.
- **Collaboration with First Responders:** Annually consult with local law enforcement, fire departments, and other first responders when updating the CSSP, and notify them of any changes. Establishing strong connections before an emergency is crucial.
- **Community Input:** Present the safety plan goals at a **public meeting** at the school site to allow for public opinions before adopting the plan.
- **Clear Guidelines & Roles:** Include clear guidelines for roles and responsibilities of mental health professionals, athletic coaches, community intervention professionals, and school resource officers.
- **Age-Appropriate Protocols:** Design lockdown, shelter-in-place, and evacuation procedures, and conduct drills that are age-appropriate for students.
- **Youth Suicide Prevention Policy:** Include this policy in the CSSP.
- **Pandemic and COOP Plans:** Incorporate a Pandemic Influenza Checklist and Resources, a dedicated Pandemic Plan, and a Continuity of Operations Plan (COOP).
- **Plan Protection:** Implement physical security and cybersecurity measures to protect the sensitive information within your safety plan.
- **Diversity and Communication:** Ensure reunification plans are communicated to parents/guardians in languages they understand, and safety materials are available for limited English proficient families.
- **Ongoing Task and Leadership:** Designate a school site safety leader to work with the SSC/safety planning committee.
- **Student Participation:** Encourage active student participation in SSC or School Safety Committee meetings.
- **Crisis Response Box & Emergency Supplies:** Create a centralized crisis response box with critical resources (maps, keys, emergency cards) and an emergency supplies kit.
- **Regular Safety Assessments:** Conduct safety/security site assessments regularly and after critical incidents to identify vulnerabilities.
- **Threat Assessment Team:** Partner with your district to establish or enhance a Threat Assessment Team to identify, assess, and handle threats.
- **Substitute Teacher Awareness:** Ensure substitute teachers and classified staff receive briefings and materials on school safety procedures.
- **Safety Tools:** Consider using access control systems, security cameras, burglar and fire alarms, and effective communication systems.

### Safety Plan Completion Timeline

Effective school safety planning is an **ongoing process**, requiring regular review and evaluation, especially after critical incidents.

1. **Annual Update and Adoption:** Each school is required by law to **update and adopt its CSSP by March 1 every year**.
2. **District/COE Approval:** The adopted plan must then be forwarded to the school district or County Office of Education (COE) for approval. While there's no specific deadline for approval, the CDE recommends approval within a month of school adoption or as soon as practical before October 15.
3. **Notification to CDE:** Each school district or COE must annually notify the California Department of Education (CDE) **by October 15** of any schools that have not complied with the requirements. Failure to make this required report can result in an assessment of up to \$2,000 against the district or COE.
4. **Public Inspection:** An updated file of all non-sensitive safety-related plans and materials must be **readily available for inspection by the public** if requested.

<https://www.sacvalleycharter.org/>

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

### Safety Plan Vision

The Comprehensive School Safety Plan (CSSP) provides a guide to school safety related data and to the procedures administrators, faculty, and staff must follow in the event of an emergency. The school site's Comprehensive School Safety Plan also includes the

Emergency Response Procedures, which documents the steps all employees must know in order to respond quickly and efficiently in the event of an emergency on campus. The CSSP supports the school in meeting the the school's mission: "To create an inspiring and challenging learning environment for our children and to promote a culture of strong social and family values."

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

### Sacramento Valley Charter School Safety Committee

Sacramento Valley Charter School Safety Committee oversees our CSSP.

SVCS will establish a Safe School Committee (SCC) pursuant to CA Ed Code section 32280-32289, with the primary goal of creating and continually updating the school site's comprehensive safe school plan and the crisis response plan in an effort to maximize the protection of students, faculty, and staff.

The goals of the Safe School Committee are as follows:

- Create and annually review/revise the school's crisis response plan and comprehensive safe school plan
- Promote and support ongoing staff and student crisis response training
- Review staff and student safety practices to ensure compliance with the plan
- Support the District crisis response and safety committee(s)

The Safe School Committee MUST include the following members, pursuant to CA Ed Code section #32281:

- The site principal or the principal's designee (administrator)
- One or more teachers who represent the certificated staff and who are members of the recognized certificated employee organization
- One or more classified staff members who represent the classified staff and who are members of the recognized classified employee organization
- One parent whose child attends the school site

RECOMMENDED members beyond those required by Ed Code are:

- Site security staff (campus security) members
- School/District resource officers (SROs)
- The School Site Council president, or their designee

Principal - Vice Principal- Teacher Representative- Classified Representative -PTC member/parent - SVCS Board President

### Assessment of School Safety

In an effort to continually update and assess the safety practices, the Comprehensive Safe School Committee performed a needs assessment on Sept 3rd, 2025. After a review of current school practices, updated safety ideologies, and safe school committee discussions, the Committee identified three site level strategies/programs to provide and maintain a high level of security. The areas of focus for the 2025/26 school year include:

1. The Physical Environment-Hire more people to supervise during the lunch hours.
2. Preparedness- Provide a training/"refresher" on our Safety Plan with all staff multiple times a year.
3. Prevention and Intervention- PBIS/MTSS- Work with staff to develop and integrate PBIS/MTSS practices and procedures.

Principal and Vice Principal review any crime data at SVCS. Currently there is close to none. Minor theft is dealt with using Restorative Practices or Student Discipline if needed. Safety Committee reviews CHKS and other surveys. The Principal completes modifications to the School Improvement plan.

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

Campus safety is a high priority at SVCS and responsibility of all staff on campus. Training for staff on proactive response to dangerous situations and student discipline occurs during regularly scheduled staff meetings. Staff and student training on reaction response to emergency situations monthly, including, but not limited to, intruder on campus, active shooter, earthquake, and

monthly fire drills. Additional safety training is mandatory for all employees in Vector.

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

The Sacramento Valley Charter School Board is committed to supporting the safety and well-being of district students and desires to facilitate the prevention of and response to child abuse and neglect. The Principal or designee shall develop and implement strategies for preventing, recognizing, and promptly reporting known or suspected child abuse and neglect. All employees at SVCS are Mandated Reporters and recied Mandatory Child Abuse training through Vector.

#### Reporting Procedures:

##### 1 Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to the County welfare department.

Yolo County Child Welfare Services (CWS)  
(530) 669-2345 Child Welfare Reporting Abuse Hotline

Child AbuseReport@yolocounty.gov  
137 N. Cottonwood Street, Woodland, CA 95695

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

##### 2 Written Report

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

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

##### 3 Internal Reporting

The mandated reporter shall not be required to disclose his/her identity to his/her supervisor, the principal, or the principal's designee.

The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency (Penal Code 11166)

#### EMERGENCY GUIDELINES CHILD ENDANGERMENT MISSING STUDENT

- Determine last time student was seen and by whom. Once identified, contact that person.
- Obtain picture identification of student and develop a complete and recent description.
- Conduct a search of campus and general vicinity around campus.
- Call the West Sacramento Police department - (916) 617- 4900.
- Identify possible friends of the student. Contact identified people on emergency information card.

#### ATTEMPTED OR ACTUAL CHILD ABDUCTION

DEFINITION: Any situation where a student is forcibly and against their will, removed or attempted to be removed from the campus, or while to or from school by known or unknown person(s).

- Notify administration by reporting the location of abduction, abducted person's name (if known), name and/or description of abductor, abductor's vehicle description (make, model, year, color, and license plate number), and any

other descriptions of persons involved.

Office personnel will contact the Community Resource Officer or 911, campus supervisors, and SVCS Police Services.

- Identify persons who may have witnessed the attempted abduction and have them stay. These persons need to be interviewed by administration and law enforcement.
- Obtain parent/guardian and emergency contact person notification information, picture, and physical and clothing description of the missing/abducted student. Have available for responding law enforcement. (Wait for instructions from law enforcement regarding parent/ guardian notification)
- Write/give a witness statement to the administration and law enforcement.
- Refer media to administration. DO NOT give interviews.

#### CHILD ABUSE/NEGLECT

DEFINITION: Any act upon a child (person under 18 years of age) against his or her will that is sexual in nature or causes harm or injury. This includes physical abuse, sexual abuse, physical neglect, or emotional maltreatment. Rape and sexual assault of any kind is child abuse. Abuse can be within or outside of family members. The abuser can be any age, including other students. Child abuse or neglect does not include a mutual affray between minors.

MANDATED REPORTERS: Any SVCS employee who has direct contact with children must report suspected child abuse to an appropriate designated agency (Penal Code 11166).

#### DESIGNATED AGENCIES

- Yolo Sheriff's Department- (530) 666-8282
- West Sacramento Fire/Police Department- (916) 617- 4900
- Yolo County Child Protective Services- (530) 669-2345

#### ALL SVCS EMPLOYEES

- Call 911 if the abuse or neglect is in progress and presents an immediate threat to the victim.
- Call one of the designated agencies (listed above) immediately upon learning of a suspected child abuse or neglect that does not present an immediate threat to the victim (i.e., the child is at school and the suspect is elsewhere).
- Complete the "Suspected Child Abuse Report" and submit to the designated reporting agency within 36 hours (report and instructions are in the office under "Child Abuse Reporting").
- Calling the designated agency and the completion/submission of the "Suspected Child Abuse Report" must be done by the SVCS employee who first learns of the suspected child abuse or neglect. This cannot be deferred to another employee.
- It must be noted that the law states that failure to complete the above mandated reporting of child abuse or neglect can lead to criminal prosecution of the individual who failed to do so.

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

#### **Disaster Plan**

As outlined in the emergencies and Disaster Preparedness Plan, The Governing Board recognizes that all SVCS staff and students must be prepared to respond quickly to emergencies, disasters, and threats of disaster. The administration shall take all reasonable steps to prevent and/or mitigate the impact of a disaster on Sacramento Valley Charter School students and staff.

The principal or designee shall develop and maintain a disaster preparedness plan which contains routine and emergency disaster procedures, including, but not limited to, earthquake emergency procedures, and adaptations for individuals with disabilities in accordance with the Americans with disabilities Act. Such procedures shall be incorporated into the Comprehensive School Safety Plan. (Education code 32282)

In developing the disaster preparedness plan, the Principal or designee shall involve SVCS staff at all levels, including administrators, security officers, facilities managers, transportation managers, food service personnel, school psychologists, counselors, teachers, and other classified employees. As appropriate, they shall also collaborate with law enforcement fire safety officials, emergency

medical services, health and mental health professionals, parents/guardians, and students. The plan shall comply with state-approved Standardized Emergency Management System (SEMS) guidelines established for multiple-jurisdiction or multiple-agency operations and with the National Incident management System.

The Principal or designee shall provide training to employees regarding their responsibilities, including periodic drills and exercises to test and refine staff's responsiveness in the event of an emergency. The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services SVCS may deem necessary to meet the community's needs. (Education Code 32282) SVCS employees are considered disaster service workers and are subject to disaster service activities assigned to them. (Government Code 3100)

As outlined in Administrative Regulation 3516, the Principal or designee shall ensure that SVCS site plans address, at a minimum, the following types of emergencies and disasters:

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

The Principal or designee shall ensure that the district's procedures include strategies and actions for prevention/mitigation, preparedness, response, and recovery, including, but not limited to, the following:

- 1 Regular inspection of school facilities and equipment, identification of risks, and implementation of strategies and measures to increase the safety and security of school facilities.
- 2 Instruction for district staff and students regarding emergency plans, including:
  - a) Training of staff in first aid and cardiopulmonary resuscitation
  - b) Regular practice of emergency procedures by students and staff.
- 3 Specific determination of roles and responsibilities of staff during a disaster or other emergency, including determination of:
  - a) The appropriate chain of command at SVCS and communication between site employees.
  - b) Individuals responsible for specific duties.
  - c) Designation of the principal for the overall control and supervision of activities at each school during an emergency, including authorization to use their discretion in situations which do not permit execution of prearranged plans.
  - d) Identification of at least one person at SVCS who holds valid certificate in first aid and cardiopulmonary resuscitation.
  - e) Assignment of responsibility for identification of injured persons and administration of first aid.
4. Personal safety and security, including:
  - a) Identification of areas of responsibility for the supervision of students
  - b) Procedures for the evacuation of students and staff, including posting of evacuation routes
  - c) Procedures for the release of students, including a procedure to release students when reference to the emergency card is not feasible
  - d) Identification of transportation needs, including a plan which allows bus seating capacity limits to be exceeded when a disaster or hazard requires students to be moved immediately to ensure their safety
  - e) Provision of a first aid kit to each classroom
  - f) Arrangements for students and staff with special needs
  - g) Upon notification that a pandemic situation exists, adjustment of attendance policies for students and sick leave policies for staff with known or suspected pandemic influenza or other infectious disease
5. Closure of SVCS, including an analysis of:
  - a) The impact on student learning and methods to ensure continuity of instruction
  - b) How to provide for continuity of operations for essential central office functions, such as payroll and ongoing communication with

students and parents/guardians.

6. Communication among staff, parents/guardians, the Governing Board, other governmental agencies, and the media during an emergency, including:

- a) Identification of spokesperson(s)
- b) Development and testing of communication platforms, such as hotlines, telephone trees, web sites, social media, and electronic notifications
- c) Development of methods to ensure that communications are, to the extent practicable, in a language and format that is easy for parents/guardians to understand
- d) Distribution of information about district and school site emergency procedures to staff, students, and parents/guardians

7. Cooperation with other state and local agencies, including:

- a) Development of guidelines for law enforcement involvement and intervention
- b) Collaboration with the local health department, including development of a tracking system to alert the local health department of a substantial increase of student or staff absenteeism as indicative of a potential outbreak of an infectious disease

8. Steps to be taken after the disaster or emergency, including:

- a) Inspection of school facilities
- b) Provision of mental health services for students and staff, as needed

The Principal or designee shall assemble key information that would be needed in an emergency. Such information may be accessible electronically and may include, but is not limited to, a list of individuals and organizations who should be contacted for assistance in an emergency, current layouts and blueprints of school buildings, aerial photos of the campus, maps of evacuation routes and alternate routes, a roster of employees with their work locations, student photographs and their emergency contact information, a clearly labeled set of keys, location of first aid supplies, and procedures and locations for turning off fire alarms, sprinklers, utilities, and other systems. Such information shall be stored in a box in a secure, easily accessible location, with a duplicate kept at another location in case the primary location is inaccessible.

### **Adaptations for Students with Disabilities**

Emergency preparedness and response programs must be made accessible to individuals with access and functional needs and as required by the Americans with Disabilities Act of 1990 (ADA). Access and functional needs populations may have additional needs before, during, and after an emergency in functional areas, including but not limited to: maintaining independence, communication, transportation, supervision, and medical care. Included in SVCS' planning efforts for those with access and functional needs are notification, supervision, medical and care protocols, evaluation considerations, emergency transportation issues, sheltering considerations, accessibility to SVCS' emergency responses, medications, accessibility to mobility devices while in transit or sheltering and accessibility to information.

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

As outlined in Administrative Regulation 1330, Use of School Facilities, school facilities and grounds shall be available for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. Staff works with the local County Emergency Operations Centers, the American Red Cross, and the Salvation Army.

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

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and wellbeing of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describe the offenses for which students at non charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension,

expulsion, or involuntary removal.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This policy and its procedures will be printed and distributed annually as part of the Student Handbook which 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 this 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 and involuntary removal policies and procedures. The notice shall state that this policy and its procedures are available upon request at the Executive Director's office. The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

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 requires additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of 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 according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) 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/guardian, and shall inform the student, and the student's parent/guardian, of the basis for which the student is being involuntarily removed and the student's parent/guardian's, right to request a hearing to challenge the involuntary removal. If a student's parent/guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions before the effective date of the action to involuntarily remove the student. If the student's parent/guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

**B. Non-Discretionary Expellable Offenses:** State law mandates the Board of Directors to expel students as indicated in Education Code Section 48915 (c) for:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certified school employee, with the Principal or Vice Principal or designee's concurrence.
- b) Brandishing a knife at another person.
- c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4

e) If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a fire arm 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 dangerous 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 “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade. 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 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 Vice Principal with the student and his or her parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or Vice Principal. 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. 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(b)(5)(J)(i). This conference shall be held within two 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. 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, the Principal or Vice Principal 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. 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 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 Vice Principal 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.

#### 4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned. In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student’s return to school from suspension or within the timeframe originally prescribed by the teacher,

whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

#### D. Authority to Expel

As required by Education Code Section 47605(b)(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 either by the neutral and impartial Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the Charter School's governing board. Each entity shall be presided over by a designated neutral hearing officer. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Charter School Board shall make the final decision.

#### 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.

In the event an administrative panel hears the case, it will make a recommendation to the Charter School Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the student makes a written request for a public hearing in open session 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;
- 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 Charter School or the hearing officer. 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 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 or Board of Directors ("entity") conducting the hearing, 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 entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing 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 entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to

accompany him or her to the witness stand.

7. 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 person presiding over the hearing 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.

8. 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.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the 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.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance 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 recommendation by the Administrative Panel to expel must be supported by substantive evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an 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 and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final. If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

#### I. Written Notice to Expel

The Principal or Vice Principal following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: Notice of the specific offense committed by the student; and 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 Vice Principal 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 b) The specific expellable offense committed by the student, c) Information regarding rehabilitation and readmission, and d) Information regarding alternative education options.

#### 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 Charter School Board'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 or their school district of residence. The Charter School shall work cooperatively with parents/guardians 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 Board 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 or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Executive Director or designee and the student and student's parent/guardian to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Principal or Vice Principal shall make a recommendation to the Board of Directors following the meeting regarding the Principal or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

#### O. Notice to Teachers

The Charter School shall notify teachers of each pupil who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

#### P. Involuntary Removal for Truancy

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's Board adopted Attendance Policy for truancy and only after the Charter School follows the requirements of the Attendance Policy and only in accordance with the policy described above which requires notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for truancy will be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

#### Q. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

##### a. Notification of District

The Charter School shall immediately notify the District and coordinate the procedures in this policy with the District of the discipline of any student with a disability or student who the Charter School or District would be deemed to have knowledge that the student had a disability

##### b. Services During Suspension

Students suspended for more than ten (10) consecutive school days or pursuant to a series of removals totaling more than 10 school days and constituting a pattern 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. Any such change in placement is a determination made by the IEP team.

##### c. 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:

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

d. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement pursuant to 34 C.F.R. §300.530, 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) school 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 others.

e. 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 Vice Principal/ Director of Special Services 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:

- i. 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;
- ii. 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
- iii. 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.

f. Interim Alternative Educational Setting The student's interim alternative educational setting shall be determined by the student's IEP/504 team.

g. 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:

- i. 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 the 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.
- ii. The parent has requested an evaluation of the child.
- iii. 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 evaluation. The Charter School shall not be deemed to have knowledge of 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.

SVCS will follow the new AB 1230 (Chapter 294) that updates SVCS policy in the following ways:

1 The SBVS Board has a rehabilitation plan for expelled pupils and allows for optional practice regarding the expulsion plan. The rehabilitation plan consists of 6 counseling sessions that are approved by the SVCS administration for completion before expulsion can be rescinded. The counseling sessions are realted tot the event that resulted in the student being expelled.

2 According to EC Section 48916 the SVCS Board has created the following procedure and notification regarding expulsions and readmissions. Students, and student famlilies that are up for expulsion can be heard at the correct SVCS Board meeting to promote their consideration on the expulsion case. Expelled students can be readmitted to SVCS with attendance to a SVCS Board meeting as an agenda item, making a verbal case by the student and family as to why the student should be readmitted and a vote of rescinding the expulsion can occur.

3 The notice to an expelled student must receive an educational option related to the expulsion no later than 3 days from the date of expulsion.

4 SVCS shall include data on rehabilitation plan completion rates and successful readmissions.

5EC Section 48926 adds requirements to the triennial plan that goes to the Yolo County Office of Education. The new deadline is June 30, 2026.

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

##### **DANGEROUS PUPILS NOTIFICATION POLICY**

The Principal or designee shall inform the teacher(s) of each student who has engaged in, or is reasonably suspected of, any act during the previous three school years which could constitute grounds for suspension or expulsion under Education Code 48900, with the exception of the possession or use of tobacco products 48900 (h), or Education Code 48900.2, 48900.3, 48900.4, or 48900.7.

This information shall be based upon records maintained in the ordinary course of business or records received from a law enforcement agency. (Education Code 49079)

(cf. 5125 - Student Records)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

Upon receiving a transfer student's record regarding acts committed by the student that resulted in his/her suspension or expulsion, the Superintendent or designee shall inform the student's teacher(s) that the student was suspended or expelled from his/her former district and of the act that resulted in the suspension or expulsion. (Education Code 48201)

Information received by teacher(s) shall be received in confidence for the limited purpose for which

it was provided and shall not be further disseminated by the teacher. (Education Code 49079)

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

The Governing Board desires to provide a safe school environment that allows all students equal access and opportunities in SVCS's academic and other educational support programs, services, and activities. The Board prohibits at SVCS or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying of any student based on the student's actual or perceived race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression or association with a person or group with one or more of these actual or perceived characteristics.

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, includes physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also shall include the creation of a hostile environment when the prohibited conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

The Board also prohibits any form of retaliation against any individual who files or otherwise participates in the filing or investigation of a complaint or report regarding an incident of discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The Principal or designee shall facilitate students' access to the educational program by publicizing SVCS's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. In addition, the the Principal or designee shall post the district's policies prohibiting discrimination, harassment, intimidation, and bullying and other required information on the district's website in a manner that is easily accessible to parents/guardians and students, in accordance with law and the accompanying administrative regulation.

Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be investigated and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion when the behavior is severe or pervasive as defined in Education Code 48900.4. Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

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

#### **DRESS CODE POLICY**

Sacramento Valley Charter School policy requires all students to wear uniforms. SVCS is committed toward creating a culture of academic rigor, and a school-wide dress code policy encourages this climate. School uniforms support a safe and disciplined environment. As Sacramento Valley Charter School is a school of choice, there will be no exception made for any student. SVCS has designated general funds to support families who may need assistance in meeting these uniform requirements. Students who do not dress in appropriate uniform attire will be sent to the office to call home. Parents will need to bring the appropriate uniform before

the student will be allowed to return to class. If the student does not have the appropriate uniform, one will be loaned to the student and should be cleaned and returned, when possible. Uniform clothing may be purchased from any retail stores: Kohl's, JC Penny, Old Navy, Lands' End, Target, French Toast, etc.

#### STANDARDS OF DRESS

- Pants – Navy or khaki (tan) in color and must be worn with a belt at the waist. Belts must be through the loops.
  - Skirts, Jumpers, or Shorts - Navy or tan; can be cotton, cotton blend or corduroy; must be knee level or longer and can have an elastic waist. Blouse, T-shirt, or polo must be worn under the jumper. Absolutely NO hip huggers, cargo pants, baggies, logos, insignias, pictures, or messages, other than the school's logo.
  - Shorts - Navy or khaki (tan) in color and knee length. Shorts must be worn with a belt at the waist and belts must be through the loops. Shorts can be cotton, cotton blend, or corduroy and have an elastic waist. Absolutely NO cargo pants, jeans, sweat suit pants, pajamas, logos insignias, pictures, or messages.
  - Shirts - Light blue, collared, polo shirt or dress shirt with long or short sleeve. No insignias, pictures, or messages.
  - Sweatshirts or sweaters - can be pullover or zippered - navy. NO logos aside from that of Sacramento Valley Charter School; no insignias, pictures, or messages.
  - Shoes or sneakers – Black shoes/sneakers must fit securely on the foot. Shoes with open toes, or backless shoes (including flip flops, sandals, mules, and slides) will not be allowed. Shoes may be laced or buckled. NO heels or rollers.
  - Headgear – NO hats or other headgear in class, other than patka, dastar, pagri, or other forms of turbans. These must be either light blue or navy blue, matching the school uniforms. Headgear may be worn during designated times (recess, spirit day assemblies, and during other permitted times)
- Note: No oversize clothing will be allowed.

No colored wrist bands or neck beads are allowed in class. The principal has a right to stop any pattern, for example groups wearing identical earrings, chains, beads, bracelets, etc. or anything that may be mistaken for a negative group or gang affiliation. In addition, the principal may, at their discretion, require the removal of jewelry deemed distracting in an academic environment. No coats, jackets, hooded sweatshirts, caps or hats are to be worn in buildings during school if proven to be a distraction or hindrance to the learning environment. Dress code compliant uniforms can be purchased online either by following the links below, or the links on our website:

<https://www.landsend.com/pp/SchoolSearch.html?action=landing&selectedSchoolNum=90018364><https://www.frenchtoast.com/schoolbox/schools/sacramento-valley-charter-school-QS635A4>

#### ENFORCEMENT

The school will strive to achieve full compliance through the use of positive reinforcement measures and will resort to disciplinary action only when positive measures and supports fail to assure compliance.

#### STUDENT DRESS CODE - PERSONAL HABITS

- Extreme hairstyles and colors that will distract from the learning environment of the classroom are not allowed.
- Students TK-8 are not to bring or wear make-up.
- Clothing may not be obscene, vulgar, or likely to have disruptive effect on the educational process.
- Hats are allowed on the playground but must be removed in classrooms or school buildings.
- SVCS is a perfume free zone.

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

The safe ingress and egress maps are posted next to the each classroom door within SVCS Fire Code. Annual inspections are made to ensure that these maps are posted clearly.

#### TRANSPORTATION PROCEDURES AND POLICIES

##### STAFF AND BUS DRIVERS

1. Staff Escort- Teachers will escort students to bus at end of day
2. Release- Student bus riders will be released by teachers to board buses.
3. Counts- Bus drivers will do a count of students present on bus versus total count of riders signed up for a particular bus.
4. Roll Call- In the event of a discrepancy in the number, the driver will take roll to ascertain which students are inadvertently on the bus.

5. Schedule- Students not scheduled for bus transportation will be escorted from the bus and released to a school staff member.
6. Seating- Driver may assign student seating, as necessary. Pupils assigned to specific seats may not move from those seats unless authorized by the driver. Pupils must sit up in the seat, face the front of the bus and keep feet out of the aisle so to not interfere with other entering or exiting the bus, and for reasons of safety, while bus is in motion, remain seated.
7. Body Parts Outside of Vehicle- Body, head or arms may not be extended outside of the windows at any time for the pupils' safety and possible damage to the vehicle.
8. Other Pupils- No pupil is permitted to verbally or physically molest other pupil or their property.
9. Noise Level- Pupils may cause of noise nuisance on the bus. This includes playing of loud music, whistling, yelling, loud talking, or inappropriate language.
10. Animals or Hazardous items- Pupils shall not bring on board the bus. Any weapons of any type or controlled substance as defined in Ed Code 48915- this is an expellable offense. Pupils shall not transport household pets or animals in the school bus.  
Personal Property- Pupils may not transport articles of personal property that interfere with the safe operation of the school bus or block aisles. Under no circumstances shall a pupil block any emergency exit. SVCS and its personnel are not responsible for items left on board the bus.
11. Food/Eating- No pupils may eat or drink aboard the bus, unless prior permission is received from the driver
12. Emergency Door- Students are not allowed to use emergency door except whendirected by driver or to evacuate the bus in an actual emergency.
13. Behavior- Students are to be respectful of the bus driver at all times.
14. Contact- Bus drivers will have a binder with relevant information, including:
  - a. Transportation variances indicating day(s) of week of variance(s)
  - b. General student information including designated drop-off point
  - c. Parent contact numbers
  - d. Emergency contact numbers
  - e. School phone contact numbers (Principal, Secretary, etc.)

#### PARENTS

1. Form Fill-Out- Parents are required to fill out an "Assigned Bus Stop Location Form" in order to have their child eligible to ride the bus.
2. Running Late- A parent who typically picks up his/her child must notify the school in the event he/she will be more than 15 minutes late.
3. Late- Parents who are running late in picking up their child may opt to have their child take the bus, provided they (1) Have a bus agreement on file with SVCS, and (2) Contact the school giving specific instructions indicating their wish for their child to ride the bus for that day only. A child's ability to ride the bus under these circumstances is predicated on the parent's ability to notify the school prior to the bus leaving at the scheduled time.
4. Timeliness- Parents should arrive at their scheduled bus stop 10 minutes early.
5. Child Safety- For your child's safety and to ensure timely delivery of other students, the bus driver will return students to school if parents fail to pick up their student. Parents will be contacted to and instructed to pick up child at school.
6. Pick-Up/Drop-Off- Parents/Guardians when picking up and dropping off students from designated bus stop at end of school day will wait for the bus to come to a complete stop, to be flashing red warning lights and the stop sign extended, and all traffic has stopped, before approaching the bus. Any parent/guardian who fails to follow transportation safety guidelines or attempts to block the bus driver in any manner from carrying out his/her duties shall lose bus privileges for the remainder of the year.
7. Loading /Unloading- Pupils are to load and unload in an orderly manner. Pupils required to cross the street must follow the directions of the driver. Students must cross only in the front of the bus and only at district approved student cross over stops when the red lights are activated.

NOTE: Please refer to the SVCS Transportation Safety Plan for the comprehensive plan.

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

#### **Goal**

Have all staff trained for Safety Policies and Procedures at SVCS

#### **Component:**

Preparedness

**Element:**

Provide a refresher training on our Safety Plan with all Staff. Review the Google form with students, parents, and our community.

**Opportunity for Improvement:**

Training/Refresher should be done multiple times through out the year. Emergency folder should be updated every year.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Improve the knowledge of the staff of the Safety Components.	Revise Emergency Folders.	Staff	Seamus Eddy	Once a year
Improve the knowledge of the staff of the Safety Components.	Provide Refresher Training for all Staff.	First Responders and Staff	Seamus Eddy	Twice a year
Improve the knowledge of the staff of the Safety Components.	Scheduled, run, and debrief drill and safety plan procedures.	First Responders and Staff	Seamus Eddy	Twice a year
Improve the knowledge of the students, parents, and our community of the Safety Components.	Provide training for students, parents and community members.	Staff, Students, Parents, and Community Members	Seamus Eddy	Twice a year

**Goal**

Maintain a very low level of student suspension and expulsions at SVCS

**Component:**

prevention & Intervention

**Element:**

Student Discipline

**Opportunity for Improvement:**

According to the Dashboard data and SVCS School Discipline data, SVCS wants to maintain a very low level of student suspension rates and implementing consistent discipline protocols across SVCS campus.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Decrease suspension rates.	Professional Development for teachers highlighting PBIS/MTSS tiers of support.	MTSS Team, Leadership Team, and Staff	Seamus Eddy	Monthly student discipline review
Decrease suspension rates.	Review updated EdCode and Restorative Practices in the area of school discipline.	California Ed Code, Student Services Review Restorative Practices.	Seamus Eddy	Monthly student discipline review - Review number of Restorative Practices/ Restorative Circles with students.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Provide lessons on Social Emotional Learning in 2-5 classrooms.	SEL team to provide weekly lessons on social emotional supports and positive behavior strategies.	Sacramento State Counseling induction students, Counselor	Joseph Arrow	Monthly student discipline review and feedback from 2-5 teachers on student behaviors.

**Goal**

Increase student safety outside during recess/ lunch and decrease student incidents of injury and discipline

**Component:**

The Physical Environment

**Element:**

Supervision/ Safety

**Opportunity for Improvement:**

Advising for yard duty staff

Objectives	Action Steps	Resources	Lead Person	Evaluation
Increase communication of expectations of staff supervision and interventions for students.	Meet with outside staff and communicate expectations and best practices.	Staff handbook- Administration experience	Seamus Eddy	Once a month
Increase communication of expectations of staff supervision and interventions for students.	Develop policies and procedures with outside staff support	Staff handbook- Administration and Staff experience	Seamus Eddy	Once a month
Increase safety presence physically on campus	Meet with Security Staff to communicate issues and promote best-practices. Limit liability for dangerous physical items on campus	SVS Temple / Board expertise- Administration and Staff experience	Seamus Eddy	Twice a year

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

**Sacramento Valley Charter School Student Conduct Code**

**Conduct Code Procedures**

**Disciplinary Strategies**

To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program. Except when students' presence causes a danger to themselves or others or they commit a single act of a grave nature or an offense for which suspension or expulsion is required by law, suspension, supervised suspension, or expulsion shall be used only when other means of correction have failed to bring about proper conduct. Disciplinary strategies may include, but are not limited

to:

Discussion or conference between school staff, the student, and the student's parents/guardians

Referral of the student to the school counselor or other school support service personnel for case management and counseling

Convening of a study team, guidance team, resource panel, or other intervention-related team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and the student's parents/guardians

When applicable, referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program (IEP) or a Section 504 plan

Enrollment in a program for teaching prosocial behavior or anger management

Participation in a restorative justice program

A positive behavior support approach with tiered interventions that occur during the school day on campus

Participation in a social and emotional learning program that teaches students the ability to understand and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations capably

Participation in a program that is sensitive to the traumas experienced by students, focuses on students' behavioral health needs, and addresses those needs in a proactive manner

Saturday School program that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups

In accordance with Board policy and administrative regulation, restriction or disqualification from participation in extracurricular activities

Reassignment to an alternative educational environment

Suspension and expulsion in accordance with law, Board policy, and administrative regulation

When, by law or district policy, other means of correction are required to be implemented before a student could be suspended or expelled, any other means of correction implemented shall be documented and retained in the student's records. (Education Code 48900.5)

When a student has been suspended, or other means of correction have been implemented against the student, for an incident of racist bullying, harassment, or intimidation, the principal or designee may engage both the victim and perpetrator in a restorative justice practice suitable to the needs of the students. The principal or designee may also require the perpetrator to engage in a culturally sensitive program that promotes racial justice and equity and combats racism and ignorance and may regularly check on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues. (Education Code 48900.5)

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.

When disciplining a student who has been identified for special education and related services, the procedures specified in Administrative Regulation 5144.2 - Suspension And Expulsion/Due Process (Students With Disabilities) shall be applied. If a student has not been identified as a student with a disability and the district suspects the behavior that resulted in discipline may be based in an unidentified disability, the district shall conduct an evaluation to determine if the student has a disability which requires an IEP or 504 plan. (U.S.C. 1412(a)(3))

## DISCIPLINE/SUSPENSION/EXPULSION POLICY AND PROCEDURES

Governing Law: "The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil 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 clauses (i) and (ii)." - Education Code Section 47605(b)(5)(J)

## POLICY

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 will be reviewed and amended from time to time in consultation with employees, parents, and legal counsel to comport with applicable law. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures 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 and involuntary disenrollment policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Principal's office. 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 to 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 schooldays 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 foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspensions or expulsion as enumerated below.

## PROCEDURES

### 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.

### 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 of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 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, 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) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall apply to pupils in any of grades 4 to 8, inclusive.
- l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- m) 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.
- 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, threaten 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) rights 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.

1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a 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:

- i. 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.
- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- iv. 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.

2) “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:

- i. A message, text, sound, video, or image.
- ii. 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.
- iii. An act of cyber sexual bullying.
  - (a) 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.

(b) 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.

3) 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 (1).

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

b) Brandishing a knife at another person

c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n).

3. Discretionary Expellable Offenses: Students may be expelled 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 of violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, 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, 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) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

m) 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.

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 terrorist 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, threaten 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 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 student rights 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.

1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a 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:

i. 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.

ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

iv. 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.

2) “Electronic Act” means the creation and transmission originated on or off the schoolsite, 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:

i. A message, text, sound, video, or image.

ii. 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.

iii. An act of cyber sexual bullying.

(a) 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.

(b) 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.

3) 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 (1).

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: State law mandates the Board of Directors to expel students as indicated in Education Code Section 48915 (c) for:

a) Sale, possession or furnishing of a firearm.

b) Brandishing a knife at another person.

c) Selling a controlled substance.

d) Robbery or extortion.

e) Possession of explosives.

If it is determined by the Board of Directors 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 dangerous 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 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 like 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 his or her parent/guardian 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. 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(b)(5)(J)(i). This conference shall be held within two 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. 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 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(b)(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 either by the neutral and impartial Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the Charter School's governing board. Each entity shall be presided over by a designated neutral hearing officer. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Charter School Board shall make the final decision.

#### 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.

In the event an administrative panel hears the case, it will make a recommendation to the Charter School Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the student makes a written request for a public hearing in open session 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;
- 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 Charter School or the hearing officer. 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 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 person or panel conducting the hearing, 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 person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The person conducting the expulsion hearing 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 entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. 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 person presiding over the hearing 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.

8. 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.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the 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.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance 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 recommendation 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. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an 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 and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final. If the Administrative Panel decides not to recommend expulsion, 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 Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: Notice of the specific

offense committed by the student; and 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 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 Charter School Board'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 or their school district of residence. 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 Board 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 another school district or charter school shall be in the sole discretion of the Board following a meeting with the Principal or designee and 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 Principal or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

#### O. Notice to Teachers

The Charter School shall notify teachers of each pupil who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

#### P. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

##### 1. Notification of District

The Charter School shall immediately notify the District and coordinate the procedures in this policy with the District of the discipline of any student with a disability or student who the Charter School or District 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 /Manifest 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 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 the 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 evaluation.

The Charter School shall not be deemed to have knowledge of 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.

### SUSPENSION BY PRINCIPAL

Suspension by the principal or designee shall be preceded by an informal conference. At that conference, the student shall be informed of the reasons for the disciplinary action and the evidence against him/her. In addition, the student shall be given the opportunity to present his/her version and evidence in his/her defense.

At the time of the suspension, the principal or designee shall make a reasonable effort to contact the student's parent or guardian in person or by telephone. Whenever a student is suspended from school, the parent or guardian shall be notified in writing of the suspension. The notice shall contain a statement of the facts leading to the decision to suspend, the date and time when the student will be allowed to return to school, and a request that the parent or guardian attend a conference upon the student returning with school officials, including notice the state law requires parents or guardians to respond to such request without delay. (Education Code 48911)

### SUSPENSION BY TEACHER

A teacher may suspend any student from the class for the day of the suspension and the day following for an act stated in Education Code 48900. A "day" in middle school is defined as an instructional period; a day in elementary school is defined as a calendar day. If the student has more than one teacher, the student is only precluded from attending the suspending teacher's class. Prior to excluding a student from the classroom, the teacher must inform the student which school policy was violated, that the teacher intends to suspend, and that the student has the opportunity to respond to the charges. As soon as possible, the teacher shall request a parent/guardian conference at which time the circumstances of the suspension and the data will be presented. (Education Code 48910 (a) (b) and 48911)

### TEACHER REFERRAL

A teacher may refer a student, for any of the acts stated in district policy, to the principal or designee by the principal for consideration of suspension from school. (Education Code 48910 (a) (b) and 48911)

### EXPULSION

An expulsion is the removal of the student from all schools in the district for violating California Education Code as ordered by the Board of Education. The district is required to provide some alternative programs of study (Education Code 48925). The expulsion is for a defined period of time, but an application for re-admission must be approved before the student is permitted to return to the school. State law provides for full due process and rights to appeal any order of the expulsion. State law mandates the Board of Directors to expel students as indicated in the Education Code for 48915 (c) for:

- Sale, possession or furnishing of a firearm.
- Brandishing a knife at another person.

- Selling a controlled substance.
- Sexual assault or battery.
- Possession of explosives.

8910 (c) California Education Code requires a school administrator to recommend expulsion if a student commits one of the following offenses:

- Causing serious physical injury to another person except in self-defense.
- Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil.
- Unlawful possession of any drug except for the first-time offense of possession of not more than one ounce of marijuana.
- Robbery and/or extortion.
- Assault or battery upon a school employee.

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

#### Hate-Motivated Behavior

The Sacramento Valley Charter School Board is committed to providing a respectful, inclusive, and safe learning environment that protects students from discrimination, harassment, intimidation, bullying, or any other type of behavior that is motivated by hate. Hate-motivated behavior is any behavior intended to cause emotional suffering, physical injury, or property damage through intimidation, harassment, bigoted or racist slurs or epithets, force or threat of force, or vandalism motivated in part or in whole by bias or hostility toward the victim's real or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55.

The Principal or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents in a timely manner when they occur. The Principal or designee shall collaborate with regional programs and community organizations to promote an environment where diversity is celebrated and hate-motivated behavior is not tolerated. Such collaborative efforts shall focus on the development of effective prevention strategies and response plans, provision of assistance to students affected by hate-motivated behavior, and/or education of students who have perpetrated hate-motivated acts.

The district shall provide students with age-appropriate instruction that:

1. Includes the development of social-emotional learning
2. Promotes an understanding, awareness, appreciation, and respect for human rights, human relations, diversity, and acceptance in a multicultural society
3. Explains the harm and dangers of explicit and implicit biases
4. Discourages discriminatory attitudes and practices
5. Provides strategies to manage conflicts constructively

As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

When appropriate, students who engage in hate-motivated behavior shall be disciplined.

The Principal or designee shall provide staff with training that:

1. Promotes an understanding of diversity, equity, and inclusion
2. Discourages the development of discriminatory attitudes and practices
3. Includes social-emotional learning and nondiscriminatory instructional and counseling methods
4. Supports the prevention, recognition, and response to hate-motivated behavior
5. Raises the awareness and sensitivity of staff to potentially prejudicial and discriminatory behavior
6. Includes effective enforcement of rules for appropriate student conduct

Employees who engage in hate-motivated behavior shall be subject to disciplinary action, up to and including dismissal. Rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident shall be provided to students, staff, and

parents/guardians.

Any staff member who is notified that hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident shall immediately contact the compliance officer responsible for coordinating the district's response to complaints and complying with state and federal civil rights laws. As appropriate, the staff member shall also contact law enforcement. A student or parent/guardian who believes the student is a victim of hate-motivated behavior is encouraged to report the incident to a teacher, the principal, SVCS's Title IX compliance officer, or other staff member.

Any complaint of hate-motivated behavior shall be investigated and, if determined to be discriminatory, shall be resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures or other applicable procedure. If, during the investigation, it is determined that a complaint is about nondiscriminatory behavior, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

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

### Preparation

Review dangers, possible situations with students/staff.

Review signals (gunfire heard, lockout, lockdown) and appropriate responses.

Review and practice protective procedures both indoors and outdoors. Review communication procedures.

Review protective procedures with custodial and teaching staff (securing building, campus).

### Procedures

#### Active Shooter:

Try to remain calm, listen to ascertain if an active shooter is within your vicinity, and determine whether to Run, Hide, or Fight.

Run: If there is an escape path, attempt to evacuate yourself and students. Leave your personal belongings behind.

Hide: If evacuation is not possible, hide. Lock and/or blockade the door. Close the blinds. Silence your cell phone and direct your students to do as well. Hide behind large objects. Remain very quiet.

Fight: As a last resort, and only if you and your students' lives are in danger, attempt to incapacitate the shooter. Act with physical aggression. Improvise weapons.

When law enforcement arrives:

Remain calm and follow instructions.

Keep your hands visible at all times.

Avoid pointing or yelling.

Know that help for the injured is on its way.

#### Lockdown (Locks, Lights, Out of Sight):

Lock perimeter doors, close and lock all windows, draw blinds, and turn off lights.

Move away from sight.

Do not open the door.

Maintain silence; silence cell phones that are on person.

Take attendance.

Listen for further instructions.

#### If students are outside:

Direct students into any available classroom/indoor location.

If students scatter and run, let them go.

**Lockout (Secure the Perimeter):**

Bring everyone indoors.

Lock perimeter doors.

Increase situational awareness.

Keep all students/staff in the classroom.

Staff can continue to teach/work in locked classrooms/offices.

Take attendance.

Contact the school office if staff/students need to use the restroom. Admin will confirm with police it is safe to do so prior to authorizing temporary release from class.

Maintain communication with law enforcement agency on the status of the lockout or lockdown.

Notify the Elementary or Secondary Senior Director as soon as possible.

If the campus is placed on lockdown or lockout, information should be sent to families to reduce rumors that might come from students contacting their families.

**Response on School Bus**

Drivers are trained to promptly close the doors of the bus and contact the dispatch office.

Both students and drivers are instructed to move towards the center of the bus, away from the windows. These measures are implemented to ensure the safety and security of everyone on board and to comply with SB 10 Melanie's law.

Individualized student safety plans are created based on the needs of the student's in accordance with SB 323.

Notify the all SVCS Departments of lockout and lockdown.

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

**DISCRIMINATION & HARASSMENT POLICY**

**BULLYING**

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

No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel. Cyberbullying includes the creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation. Strategies for addressing bullying in district schools shall be developed with involvement of key stakeholders, including students, parents/guardians, and staff, and may be incorporated into the comprehensive safety plan, the local control and accountability plan, and other applicable district and school plans.

As appropriate, the Superintendent or designee may collaborate with law enforcement, courts, social services, mental health services, other agencies, and community organizations in the development and implementation of joint strategies to promote safety in schools and the community and to provide services for alleged victims and perpetrators of bullying.

**Comprehensive School Safety Plan**

To the extent possible, district schools shall focus on the prevention of bullying by establishing clear rules for student conduct and implementing strategies to promote a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying. As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online

behavior. Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously. School staff who witness an act of bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When appropriate, based on the severity or pervasiveness of the bullying, the Principal or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement. Reporting and Filing of Complaints Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee. Within one business day of receiving such a report, a staff member shall notify the principal or assistant principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report his/her observation to the principal or a district compliance officer, whether or not the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the SVCS compliance officer.

#### 1312.3 - Uniform Complaint Procedures.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Principal or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed. When a report of bullying is submitted, the principal or a compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

#### Investigation and Resolution of Complaints

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the SVCS' uniform complaint procedures specified in AR 1312.3. If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

#### DISCIPLINE

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations.

Should a student, parent or staff member believe that any student has been subjected to bullying, or harassment, he/she should file a Suspected Bullying Report with the school. The administrator will investigate to determine if the act fits the definition of bullying. If so, a site administrator will take the appropriate disciplinary and intervention action. Students can be assured that the Board will not tolerate retaliation as a result of the filing of Suspected Bullying Report. Forms can be accessed at the school sites or downloaded from the school website. The Board recognizes that it is the responsibility of program personnel to maintain a secure and safe school climate, conducive to teaching and learning that is free from threat, harassment, and any type of bullying behavior in school, school-sponsored activities on or off school grounds, and transportation to and from school. Therefore, bullying behavior, of any form, will not be tolerated. Consistent with legislative requirements the principal is authorized to develop and implement a Safe Schools Plan outlined in Section 32280 of California Education Code.

Bullying takes many forms and may include many different behaviors, such as, but not limited to:

1. Physical violence and attacks.
2. Verbal harassment or taunts, name-calling and use of disparaging language, including disability-, ethnically- or racially based verbal abuse and gender-based disparaging language; 25
3. Sexual harassment including unwanted sexual attention or insulting or degrading sexual remarks or conduct.

4. Harassment, threats and/or intimidation.
5. Extortion and/or stealing of money and possessions.
6. Exclusion from the peer group; and/or
7. Using the Internet as a means of harassment and intimidation (i.e., Cyber-bullying).

Definitions:

“Bullying” is defined as the repeated use by one or more students of a written, verbal, or electronic communication, such as cyber bullying, or a physical act or gesture directed at another student in the same school that:

- (A) Causes physical or emotional harm to the student or damage to the student’s property,
- (B) places the student in reasonable fear of harm to himself or herself, or of damage to his or her property,
- (C) creates a hostile environment at school for such student (a hostile environment is a situation in which bullying among students is sufficiently severe or pervasive as to alter the conditions of the school climate),
- (D) infringes on the rights of the student at school, or
- (E) substantially disrupts the education process or the orderly operation of a school.

This definition of “bullying” includes, but is not limited to, written, verbal, or electronic communications, or physical acts or gestures that are based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

“Cyber bullying” - Any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices, or any electronic communications. In order for it to be identified as “cyber bullying” requiring school/program intervention, the students involved must attend SVCS.

"Electronic communication"- means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo-optical system.

"Hostile environment" - means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate.

“Harassment” – Any physical or verbal hostility toward someone with legally protected status. Such status pertains to race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, disability (Including past or present history of mental disability), physical disability, learning disability, mental retardation, genetic information, prior criminal conviction, or other lawfully protected status. Such hostility can be severe, persistent, or pervasive.

"Mobile electronic device" - means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted.

"Outside of the school setting" - means at a location, activity or program that is not school related, or through the use of an electronic device or a mobile electronic device that is not owned, leased or used by the SVCS Board of Directors.

Any student who engages in the bullying of anyone at school or a school-related activity shall be subject to disciplinary action according to SVCS guidelines.

## Opioid Prevention and Life-Saving Response Procedures

SVCS recognizes the dangers surrounding opiate overdoses or poisonings, affecting many communities, including those in Yolo

County. In response to the dangers posed to students, staff, and site visitors, SVCS has partnered with a local law enforcement WSPD to increase awareness and focus training on: emergency services, and the YoloCounty Department of Public Health to provide opiate awareness training for students and staff. In addition, SVCS utilized the Naloxone Distribution Project managed by the California Department of Health Care Services, and placed over Naloxone amongst all in the SVCS office. Naloxone is co-located with the Automated External Defibrillators (AED) located on the campus. Administrative staff/health staff are trained to recognize the signs of opiate overdose. Additionally, staff are trained how to administer this life-saving medication.

#### Opioid Information Sheet

The Charter School annually provides each athlete with an Opioid Factsheet for Patients published by the Centers for Disease Control and Prevention. The athlete and, if the athlete is 17 years of age or younger, the athlete's parent or guardian shall sign a document acknowledging receipt of the Opioid Factsheet for Patients and return that document to the Charter School before the athlete initiates practice or competition. The fact sheet is available at: <https://www.cdc.gov/drugoverdose/pdf/AHA-Patient-Opioid-Factsheet-a.pdf>

### Response Procedures for Dangerous, Violent, or Unlawful Activities

SVCS procedures for Campus Security is located in Administrative Regulation 3515. View Regulation 3515: Campus Security (eboardsolutions.com) .

### Instructional Continuity Plan

#### Introduction and Purpose of the Instructional Continuity Plan (ICP)

Information about the Instructional Continuity Plan (ICP) requirements, revision and adoption dates.

This Instructional Continuity Plan (ICP) was last revised on 06/25/2025 and adopted by Sacramento Valley Charter School on 06/26/2025 to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

This ICP will be included in the LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27. This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.

#### Introduction and Purpose

Sacramento Valley Charter School – Instructional Continuity Plan (ICP)

Date of Adoption: June 26, 2025 and inclusion in the CSSP which was last revised on March 24, 2025.

In alignment with Senate Bill 153 (Chapter 38, Statutes of 2024), Sacramento Valley Charter School has developed this Instructional Continuity Plan (ICP) to ensure the uninterrupted delivery of academic instruction during school closures or disruptions caused by emergencies, natural disasters, or public health crises. This plan is submitted as part of our annual Comprehensive School Safety Plan (CSSP) update and meets the requirement for inclusion by July 1, 2025.

This ICP is informed by our school's direct experience during the COVID-19 pandemic, when in-person instruction was suspended in March 2020 and transitioned entirely to remote learning through August 2021. This period of disruption required significant adjustments by staff, students, and families, and underscored the need for a proactive, adaptable, and equity-focused instructional

plan.

The purpose of this ICP is to:

Ensure minimal disruption to student learning during emergency-related closures;

Guarantee equitable access to academic instruction and digital resources for all students;

Support the academic, social-emotional, and mental health needs of students throughout emergency periods;

Establish clear operational protocols for a swift transition to remote or hybrid learning environments;

Maintain consistent and effective two-way communication with families and school staff.

This plan reflects Sacramento Valley Charter School’s continued commitment to educational continuity, safety, and student well-being—regardless of the circumstances.

## Engagement with Pupils and Families

### *Protocol for Engagement*

Protocol for engagement with pupils and their families.

As required, Sacramento Valley Charter School will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

#### Protocol for Engagement

Sacramento Valley Charter School – Instructional Continuity Plan (ICP)

Sacramento Valley Charter School has established a structured protocol to ensure ongoing two-way engagement with students and families during emergency-related instructional disruptions. These procedures are designed to uphold consistent communication, monitor student participation, and provide responsive support.

#### Daily and Weekly Student Engagement Monitoring

Teachers will take daily attendance during in-person or synchronous remote instruction.

For asynchronous or paper-based instruction, weekly contact logs and assignment submissions will be used to verify engagement.

Staff will follow up with students showing signs of disengagement (e.g., multiple absences or incomplete work) through phone calls, emails, or home visits when necessary.

#### Two-Way Communication with Families

Communication will occur through multiple channels including:

SchoolMessenger, email, phone calls, text messages, and parent portals

Translations will be provided to ensure access for non-English-speaking families

Teachers and support staff will maintain regular office hours for questions, feedback, and individual check-ins.

All communication efforts will be documented and tracked to ensure accountability and follow-up.

### Tiered Re-Engagement Process

For students who do not participate for 3 or more consecutive instructional days, the school will initiate a tiered re-engagement protocol:

Initial contact by teacher or office staff to determine reason for disengagement

Referral to a counselor or administrator if concerns persist

Development of a re-engagement plan, which may include additional academic, social-emotional, or technical support

### Ongoing Family Engagement

The school will provide routine updates through newsletters, robocalls, and virtual parent meetings.

Parent feedback will be collected via online surveys and used to adjust instructional and communication practices.

This engagement protocol ensures that all students and families remain connected to the school community and that barriers to learning and communication are addressed quickly and effectively.

### *Methods of Two-Way Communication*

Methods for two-way engagement.

The protocol for engagement with pupils and their families is designed to establish two-way communication. Current existing methods include:

- ⌵ Short messaging service (SMS)
- ⌵ Phone Calls
- ⌵ Email
- ⌵ School Portal
- ⌵ Social Media
- ⌵ Flyers
- Schoolwise Student Information System + Class Dojo

### *Plans for Unforeseen Events*

Plans to address unforeseen events such as power outages and damage to infrastructure and how they may impact methods for two-way communication.

#### Plans for Unforeseen Events

Sacramento Valley Charter School – Instructional Continuity Plan (ICP)

To ensure instructional continuity and maintain two-way communication during unforeseen events, Sacramento Valley Charter School has established the following procedures to address potential disruptions such as power outages, internet failures, and physical damage to school infrastructure:

#### Power and Internet Outages

In the event of a local or regional power outage, SVCS will utilize battery-operated devices and cellular-enabled communication platforms (e.g., School Wide Messages, text messages, mobile applications) to notify families and staff.

If the school's internet access is disrupted, school leaders will activate manual phone trees and pre-printed family contact lists to ensure continued outreach and updates.

Students and families will receive instructions on alternative methods to access assignments (e.g., hard-copy instructional packets, asynchronous work plans).

#### Infrastructure Damage

If school buildings are rendered inaccessible, SVCS will:

Transition to remote learning, where feasible, using previously trained digital platforms (e.g., Zoom, Google Classroom).

If digital tools are not accessible, instructional materials will be distributed through designated pick-up locations or mailed directly to students.

Teachers will maintain instructional logs and track student participation through multiple formats, including paper-based documentation.

#### Maintaining Two-Way Communication

Multiple platforms will be used to maintain communication with families, including:

Phone calls, text messages, emails, and messaging apps

Translation support for non-English-speaking families

Documentation of all communication attempts will be maintained in compliance logs

Staff are trained annually on emergency communication protocols, including alternative contact strategies during service outages.

These contingency plans ensure that Sacramento Valley Charter School can continue instructional services and sustain two-way communication with families and students during unanticipated emergencies, in compliance with the requirements of SB 153 and the Form J-13A waiver process.

### ***Support for Unique Needs***

Plans designed to identify and provide support for pupils' social-emotional, mental health, and academic needs.

#### Support for Unique Needs

Sacramento Valley Charter School – Instructional Continuity Plan (ICP)

Sacramento Valley Charter School is committed to identifying and addressing the social-emotional, mental health, and academic needs of all students during emergency-related instructional disruptions. The following systems and supports are in place to ensure continued access to appropriate services:

#### Identification of Student Needs

Staff will use a combination of existing data (e.g., attendance, grades, teacher observations) and direct check-ins to identify students in need of academic, emotional, or behavioral support.

Multi-Tiered System of Supports (MTSS) procedures will continue to guide the identification and referral process during remote or disrupted instruction.

Students with IEPs, 504 Plans, or identified as English Learners or Homeless will be proactively monitored and supported through individualized outreach and service adjustments.

#### Social-Emotional and Mental Health Supports

School counselor, psychologist, Educational Specialist and support staff will conduct regular wellness check-ins via phone, video call, or in person, as feasible.

Mental health services, including counseling and referrals to community-based providers, will be available through telehealth or coordinated service delivery.

SEL (Social-Emotional Learning) curriculum and resources will be integrated into online and offline instruction to promote student well-being.

#### Academic Support and Intervention

Teachers will provide differentiated instruction, office hours, and small group intervention to address learning loss and academic gaps.

Instructional aides and intervention staff will support targeted students through scheduled online or in-person sessions.

For students without access to technology, paper-based assignments, printed resources, and home delivery options will be made available.

#### Family Engagement and Communication

Families will receive multilingual communication, support with digital tools, and access to school staff to address student needs.

The school will offer parent workshops, technical support, and regular updates to keep families informed and engaged.

These systems are designed to maintain continuity of services and ensure that each student receives the academic, emotional, and mental health support needed to succeed, regardless of the instructional setting.

## Access to Instruction

### *Timeline for Access to Instruction*

Timeline for access to instruction no more than 10 instructional days following the emergency.

As required, Sacramento Valley Charter School will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

#### Timeline for Access to Instruction

##### Sacramento Valley Charter School – Instructional Continuity Plan (ICP)

In accordance with the requirements outlined in Senate Bill 153 and Form J-13A guidance, Sacramento Valley Charter School will ensure that access to instruction is provided no later than 10 instructional days following an emergency-related school closure.

#### Instructional Access Commitment

SVCS will provide in-person or remote instruction as soon as practicable, and always within 10 instructional days of the emergency event.

Instruction may begin sooner based on the scope of the disruption, available infrastructure, and staff readiness.

#### Implementation Steps and Timeline

##### Day 0–2 (Emergency Onset)

Assess situation, activate crisis response team, notify staff and families.

Begin communication through all available channels.

Day 3–5

Finalize instructional delivery model (remote, hybrid, alternate site).

Prepare and distribute instructional materials (digital or print).

Identify students requiring additional support or accommodations.

Day 6–10

Launch formal instruction (synchronous or asynchronous).

Monitor engagement and access; initiate support services.

If infrastructure damage, public health orders, or other severe limitations delay access, SVCS will document the circumstances and provide evidence of all reasonable efforts to resume instruction within the mandated timeframe.

This timeline ensures compliance with SB 153 and maintains continuity of education and engagement for all students.

### *Conditions for Resuming Access to In-Person Instruction*

Conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery.

Outlined below are conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery, including:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Sufficient staff available
- Kitchens operational for meals

### *Remote Instruction*

Plans for remote instruction.

As required, Sacramento Valley Charter School remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs.

*Access to Instructional Materials*

Methods for distributing digital and non-digital materials.

As required, remote instruction offered will align with expectations of access and equity.

*Access to Schoolwork*

Platforms and processes for accessing and submitting schoolwork.

As required, remote instruction offered will align with expectations of access and equity.

*Temporary Reassignment*

Procedures and agreements for temporary reassignment with neighboring LEAs.

Sacramento Valley Charter School provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning:

**Instructional Continuity**

*Communication Protocols*

Communication protocols for families, students, staff and faculty, including how information will be made available and with what frequency including methods and timelines.

Instructional Continuity – Communication Protocols  
Sacramento Valley Charter School – Instructional Continuity Plan (ICP)

Sacramento Valley Charter School has established comprehensive communication protocols to ensure timely, accessible, and consistent information is shared with students, families, faculty, and staff during emergency-related instructional disruptions. These protocols outline methods, frequency, responsibilities, and timelines for communication before and during the implementation of the Instructional Continuity Plan.

Communication Methods

Information will be communicated using multiple platforms to ensure accessibility for all stakeholders:

SchoolMessenger (automated calls, texts, emails)

School website and parent portals

Social media (as applicable)

Direct phone calls from school staff

Printed notices (if digital access is limited)

Translation services will be provided for non-English-speaking families

### *Technological Readiness*

Technology readiness for educators and students to support a pivot from in-person to remote learning through independent study including early access to independent study program written agreements, online access to assignments and academic resources, assignment of devices, online instructional platform and access to internet and devices.

#### Technological Readiness

Sacramento Valley Charter School – Instructional Continuity Plan (ICP)

DTS Portal Submission – Compliance Section

Sacramento Valley Charter School has implemented a comprehensive plan to ensure that both students and educators are technologically prepared to transition from in-person instruction to remote learning via independent study, as required under emergency conditions.

#### Student and Educator Technology Access

All students are assigned a Chromebook or laptop to support daily academic needs during remote instruction.

Mobile Wi-Fi hotspots are available and distributed to students who lack reliable internet access at home.

Teachers and instructional staff are issued school-approved laptops and have secure access to online instructional platforms and digital tools.

#### Independent Study Readiness

Students transitioning to independent study will receive early access to written agreements, as required by law.

Parents/guardians will be contacted to review and sign the agreements electronically or in person prior to instruction beginning.

Agreements outline expectations, attendance procedures, instructional time, and academic goals.

#### Online Learning Platforms and Resources

SVCS utilizes secure and accessible platforms, including:

Google Classroom (assignments, communication, collaboration)

Zoom or Google Meet (live instruction, office hours)

Schoolwise (grades and student data)

Curriculum-specific platforms (e.g., Khan Academy, i-Ready, Amplify) as appropriate by grade level

Students and families are provided with login credentials and step-by-step guides for all platforms.

#### Technology Distribution Protocol

In the event of a closure:

Devices and hotspots are distributed within the first 48–72 hours via scheduled pick-up or home delivery if needed.

An updated inventory is maintained to track devices assigned to each student.

Tech support is available to families via phone and email throughout the closure.

#### Ongoing Training and Support

Staff receive regular professional development on the use of online tools and instructional technology.

Families receive training materials and tech support in multiple languages, including how to access online platforms and troubleshoot devices.

SVCS's technological readiness plan ensures that all students and educators have the resources, access, and training necessary to engage in meaningful independent study and maintain academic progress during any transition from in-person to remote learning.

### *Instruction and Assessment*

Prioritization of essential learning, making standards-aligned learning objectives, methods for monitoring progress and additional support whenever possible, including tutoring, check-ins, virtual office hours or other methods.

#### Instruction and Assessment

Sacramento Valley Charter School – Instructional Continuity Plan (ICP)

DTS Portal Submission – Compliance Section

Sacramento Valley Charter School ensures that, during any instructional disruption, teaching and learning remain focused on standards-aligned objectives, continuous assessment, and equitable support. The following instructional practices and assessment protocols will be implemented to maintain academic continuity:

#### Prioritization of Essential Learning

Grade-level teams and instructional leadership will identify and prioritize essential California content standards for each subject area.

Instruction will focus on critical skills and foundational knowledge necessary for grade advancement and long-term academic success.

Teachers will adjust pacing guides and unit plans to reflect a streamlined focus on these priority standards.

#### Standards-Aligned Instructional Delivery

All assignments and assessments are aligned with state content standards and designed for delivery in both digital and paper-based formats.

Teachers will deliver instruction using:

Live virtual lessons (via Zoom or Google Meet)

Recorded lessons and asynchronous learning tasks

Printed learning packets for students without reliable internet access

Instructional materials and platforms are differentiated by grade level and content area to ensure access and engagement.

#### Progress Monitoring and Assessment

Teachers will assess student understanding using:

Formative assessments (quizzes, exit tickets, discussions)

Summative assessments (projects, tests, written responses)

Learning management system (LMS) data (e.g., Google Classroom submissions, platform analytics)

Weekly progress is tracked through a teacher log and documented in Schoolwise or an equivalent SIS.

Students who fall behind will be flagged for additional support.

Support for Students

To support learning and academic recovery, the following interventions are available:

Small group instruction and targeted tutoring (virtual or in-person)

Scheduled teacher check-ins and feedback on assignments

Virtual office hours for individualized academic support and clarification

Academic intervention staff supporting students with IEPs, 504s, English Learners, and students identified as at-risk

These instructional and assessment practices ensure that all students receive consistent, high-quality education with ongoing opportunities for support and progress monitoring—whether instruction is delivered in person or remotely.

## **Access (Equity, Accessibility, and Inclusion)**

### ***Equity, Accessibility, and Inclusion***

How all students, including those with disabilities, those experiencing homelessness, foster youth, or English learner (EL) students will continue to have equal access to instructional resources.

#### **Equity, Accessibility, and Inclusion**

##### **Sacramento Valley Charter School – Instructional Continuity Plan (ICP)**

Sacramento Valley Charter School is committed to ensuring that all students, regardless of their background or circumstances, have equitable access to instructional resources during emergency-related instructional disruptions. This includes students with disabilities, English learners (ELs), foster youth, and students experiencing homelessness.

##### **Students with Disabilities**

Students with IEPs will continue to receive special education services and related supports as outlined in their individualized plans.

Case managers and service providers will:

Adapt services for virtual or hybrid delivery (e.g., speech therapy via telehealth).

Ensure access to accommodations and modifications across digital and paper-based platforms.

Maintain regular contact with families to monitor progress and adjust supports.

IEP meetings will be held virtually or in person to remain compliant with timelines and service requirements.

#### English Learners

EL students will continue to receive Designated and Integrated ELD instruction, aligned with California ELD standards.

Bilingual staff will support families through translated communication, instructional materials, and direct outreach.

Teachers will differentiate instruction and use scaffolds such as visuals, sentence frames, and audio supports to ensure language access.

#### Foster Youth and Students Experiencing Homelessness

The school's Homeless and Foster Youth Liaison will:

Identify and reach out to students facing housing instability or in foster care.

Ensure immediate access to devices, hotspots, and transportation as needed.

Coordinate with county agencies and support service providers to address basic needs (food, clothing, counseling).

Instructional packets will be mailed or delivered if digital access is not feasible.

#### Inclusive Practices and Monitoring

Instructional materials and platforms are reviewed for accessibility, including compatibility with screen readers, captioning, and mobile devices.

Technology support is available for students and families in multiple languages.

Equity data (e.g., attendance, engagement, academic progress) is monitored weekly to identify and address disparities.

These practices ensure that Sacramento Valley Charter School remains inclusive and responsive, so that every student continues to learn, thrive, and receive the support they need—regardless of their individual challenges.

### *Individualized Education Plans (IEP)*

How will IEPs continue to be provided and maintained.

#### Individualized Education Plans (IEP)

Sacramento Valley Charter School – Instructional Continuity Plan (ICP)

Sacramento Valley Charter School will ensure that students with disabilities continue to receive all services and supports outlined in their Individualized Education Plans (IEPs) during emergency-related instructional disruptions.

#### IEP Implementation and Service Delivery

All special education and related services will continue with necessary adaptations for remote or hybrid settings.

Services may be delivered via teletherapy, virtual sessions, or in-home resources, depending on student needs and accessibility.

In-person services will be offered when feasible and in compliance with local health guidance.

Instruction will be adapted to support IEP accommodations and modifications, including access to assistive technology or printed materials when required.

#### IEP Meetings and Compliance

IEP meetings will be held virtually or in person, ensuring timelines are met.

Parents/guardians will be provided translation services and multiple participation options to support accessibility.

Case managers will maintain regular contact with families to monitor progress, address concerns, and adjust services as needed.

#### Progress Monitoring

Teachers and service providers will document service delivery, monitor student progress on IEP goals, and communicate updates with families regularly.

Student data (engagement, academic performance, behavior) will be used to inform instructional adjustments.

SVCS is committed to maintaining full compliance with IDEA and state special education regulations, ensuring continuity of services and individualized support for every student with an IEP—regardless of instructional setting.

Let me know if you need this adapted for integration into a master ICP document or formatted for a one-page compliance summary.

### *English Learners (EL)*

How will EL students continue to be supported in alignment with the California English Learner Roadmap Policy.

#### English Learners (EL)

##### Sacramento Valley Charter School – Instructional Continuity Plan (ICP)

Sacramento Valley Charter School will continue to provide targeted support for English Learners (ELs) during any emergency-related instructional disruptions, in full alignment with the California English Learner Roadmap Policy. The school remains committed to promoting EL students' academic success, language development, and meaningful access to grade-level content.

#### Instructional Support and Access

EL students will continue to receive:

Designated English Language Development (ELD) instruction to explicitly develop English language skills.

Integrated ELD embedded in content-area instruction, using strategies that support both language and content development.

Instructional staff will use scaffolds, visual aids, sentence frames, and interactive strategies to ensure equitable access to curriculum across all instructional models (in-person, remote, or hybrid).

#### Alignment with the California EL Roadmap

SVCS aligns with the four principles of the EL Roadmap:

#### Assets-Oriented and Needs-Responsive Schools:

Teachers and staff value linguistic and cultural diversity and tailor instruction to meet the unique needs of each EL student.

#### Intellectual Quality of Instruction and Meaningful Access:

ELs have full access to grade-level content supported by instructional scaffolding and strategic groupings.

#### System Conditions That Support Effectiveness:

Staff receive training on ELD strategies, and EL supports are integrated into lesson planning and assessments.

#### Alignment and Articulation Within and Across Systems:

EL programs and supports are consistent across grades and transition points, ensuring continuity of services during disruptions.

#### Family Engagement and Communication

All communication with families of ELs is provided in their primary language whenever possible.

The school offers bilingual staff support, translated materials, and outreach to ensure that EL families are informed and engaged during instructional transitions.

#### Monitoring and Reclassification

EL progress is monitored regularly through:

Formative assessments, teacher observations, and participation data.

Continued preparation and administration of the ELPAC, as required.

Reclassification processes will continue following CDE guidelines and in consultation with families and instructional teams.

Sacramento Valley Charter School ensures that English Learners receive high-quality, linguistically appropriate instruction—supporting their language development and academic achievement even during emergency disruptions.

### Professional Learning

Professional learning opportunities and resources utilized to if the need to pivot to remote instruction and assessment arises.

#### Professional Learning

Sacramento Valley Charter School – Instructional Continuity Plan (ICP)

Sacramento Valley Charter School provides ongoing professional learning opportunities to ensure that educators are prepared to pivot to remote instruction and assessment in the event of an emergency-related disruption. These trainings support staff in delivering high-quality, standards-aligned instruction across digital and hybrid environments.

#### Training Focus Areas

Educators and support staff receive training in the following areas:

Use of online instructional platforms (e.g., Google Classroom, Zoom, Schoolwise)

Design and delivery of standards-based remote lessons

Administering and analyzing formative and summative assessments in virtual settings

Supporting students with disabilities, English Learners, and at-risk populations in remote formats

Student engagement strategies and digital classroom management

Effective communication and two-way engagement with families

#### Professional Learning Schedule and Access

Training is offered during:

Pre-service days

Early release Wednesdays

Emergency response days, as needed

On-demand tutorials, guides, and webinars are made available through the school's internal shared drive and professional learning portals.

Instructional coaches and tech leads are available for real-time support and modeling.

**Responsive and Ongoing Support**

In the event of a transition to remote instruction, additional professional development sessions will be scheduled within the first 3–5 days.

Staff surveys and feedback will guide the development of follow-up trainings and support sessions.

By investing in targeted, flexible professional learning, Sacramento Valley Charter School ensures that educators are well-equipped to sustain high-quality instruction, assessment, and student engagement in any learning environment.

## **Well-Being and Support Services**

How the LEA will provide access to physical and mental health professionals, including those who speak languages other than English.

### **Well-Being and Support Services**

#### **Sacramento Valley Charter School – Instructional Continuity Plan (ICP)**

Sacramento Valley Charter School is committed to supporting the physical and mental health of students and families during emergency-related instructional disruptions. The school ensures access to health and wellness services, including staff who are trained, credentialed, and linguistically responsive.

#### **Access to Mental Health Services**

Students and families will have access to:

School counselors and licensed mental health professionals via phone, video conferencing, or in person (as conditions allow)

Social-emotional learning (SEL) curriculum integrated into classroom instruction

Crisis counseling and referrals for students in immediate need

Mental health professionals provide support in English, Punjabi, and Spanish, with interpretation available in additional languages as needed.

#### **Physical Health Support**

The school's health aide and contracted school nurse are available for health-related consultations and care coordination.

During closures, staff will maintain contact with families to provide information on:

Access to local clinics

Immunization schedules

COVID-19 or other public health-related guidance

#### Outreach and Equity in Support

Culturally and linguistically appropriate communication materials are provided to ensure all families understand how to access services.

Wellness check-ins are conducted by bilingual staff, ensuring outreach to English Learners, foster youth, and students experiencing homelessness.

Families are connected with community-based organizations for additional health, food, housing, and mental wellness resources.

#### Staff Training and Support

School staff receive annual training on:

Identifying signs of trauma and distress

Mental health first aid

Referral processes for student support services

Sacramento Valley Charter School maintains a holistic approach to student well-being, ensuring that every student—regardless of language or circumstance—has equitable access to physical and mental health supports during instructional disruptions.

Plans to provide access back-up, water and medicines in the event of an emergency.

Sacramento Valley Charter School has emergency preparedness protocols in place to ensure access to essential supplies—including back-up power, water, and student medications—in the event of a campus emergency or prolonged disruption.

#### Back-Up Power

The school maintains access to portable generators to support critical systems (e.g., refrigeration for medication storage, lighting, communications).

In the event of extended power loss, essential operations will be transferred to designated backup sites or supported with temporary generator deployment, in coordination with emergency services.

#### Water Supply

SVCS maintains an emergency stock of bottled drinking water sufficient to support students and staff for a minimum of three days.

In the event of water system disruption, school leadership will coordinate with local emergency management and public health authorities for delivery of potable water or temporary relocation.

#### Medication Access and Storage

All student-prescribed medications stored at school are kept in secure, temperature-controlled conditions.

In case of evacuation or relocation, medication will be transported and administered by trained staff in accordance with student health plans and parent instructions.

The school nurse or designated personnel maintains an up-to-date log of all medications, storage requirements, and authorized emergency contacts.

#### Coordination with Families and Agencies

Parents/guardians are informed annually of the school's emergency medication protocols.

The school coordinates with local health departments and emergency responders to ensure continuity of care during extended emergencies.

These provisions are part of Sacramento Valley Charter School's broader emergency preparedness and safety planning to protect student health and well-being under all conditions.

Plans to ensure continuity of other support services, including special education, counseling, after-school programs, and access to kitchens and food services, adapting these services to the online or hybrid environment when necessary.

#### Continuity of Support Services

##### Sacramento Valley Charter School – Instructional Continuity Plan (ICP)

Sacramento Valley Charter School is committed to ensuring the continuity of essential support services during emergency-related instructional disruptions. The following plan outlines how services—including special education, counseling, after-school programs, and nutrition/meal access—will continue in remote or hybrid environments.

#### Special Education Services

All IEP-required services, including specialized academic instruction and related services (e.g., speech, OT, counseling), will be delivered virtually or in person, as appropriate.

Case managers will ensure service minutes are met and document all services provided.

Accommodations and modifications will be embedded in both synchronous and asynchronous instruction, with materials adapted for home use.

IEP meetings will be conducted virtually to ensure compliance with timelines and family involvement.

#### Counseling and Mental Health Support

School counselors and mental health professionals will provide:

Virtual counseling sessions

Check-ins via phone or video conferencing

Referral support for students in crisis

Services will be accessible in multiple languages, with interpreters or bilingual staff available to support communication with families.

#### After-School Programs

Academic and enrichment components of the Expanded Learning/After-School Program will continue through:

Virtual workshops, tutoring, and clubs

Homework support via Zoom or Google Meet

Pre-recorded enrichment lessons accessible online

Attendance will be monitored, and staff will maintain engagement logs to track participation and provide follow-up.

#### Nutrition and Meal Access

During school closures, SVCS will coordinate grab-and-go meal pick-up, home delivery (if required), or meal distribution sites, following USDA and CDE guidance.

Families will be informed of meal availability through SchoolMessenger, flyers, and translated outreach.

Students who qualify for free or reduced-price meals will continue to receive nutrition services, regardless of instructional format.

#### Adaptability Across Learning Environments

All support services are designed to pivot smoothly between in-person, hybrid, and fully remote settings.

Service providers are equipped with necessary tools, technology, and training to deliver services in a flexible and equitable manner.

### Site-Based Collaboration

How administrators, faculty, information technology staff, students, and parents will collaborate in the development and implementation of this ICP.

#### Site-Based Collaboration

##### Sacramento Valley Charter School – Instructional Continuity Plan (ICP)

The development and implementation of Sacramento Valley Charter School’s Instructional Continuity Plan (ICP) is a collaborative effort involving administrators, teachers, classified staff, information technology personnel, students, and families to ensure instructional continuity is equitable, effective, and community-driven.

#### Collaborative Development

The ICP was developed with input from:

Administrators, who provided leadership in aligning the plan with state mandates and school safety goals.

Teachers and instructional staff, who shared feedback on essential standards, student needs, and digital platform readiness.

IT staff, who assessed technology access, device management, and support structures for staff and families.

Families and students, whose voices were gathered through surveys, town halls, and parent advisory meetings to understand barriers, needs, and preferences for remote instruction.

Special populations teams (e.g., SPED, EL, homeless/foster liaisons) ensured that unique learner needs were represented throughout planning.

#### Implementation and Ongoing Collaboration

Site administrators host monthly staff meetings and family forums to review progress, address challenges, and adjust protocols as needed.

Teachers work in grade-level and content-area teams to revise curriculum pacing and coordinate consistent digital practices.

IT staff maintain ongoing communication with educators and families, providing real-time troubleshooting and training to ensure effective use of devices and platforms.

Feedback from students and families is continuously gathered and analyzed to guide improvement in instruction, communication, and support services.

#### Shared Accountability

All stakeholders are involved in monitoring implementation through engagement data, progress monitoring, and communication tracking.

The plan is reviewed and revised annually, or as needed, based on feedback, state guidance, and reflection on past emergency responses.

This collaborative structure ensures that the ICP reflects the shared expertise and lived experiences of the school community and that its implementation remains inclusive, responsive, and aligned with Sacramento Valley Charter School’s mission to serve all students effectively—no matter the circumstance.

## Return to Site-Based Learning

Conditions that must be met prior to returning from disruption including reopening sites.

### Return to Site-Based Learning

#### Sacramento Valley Charter School – Instructional Continuity Plan (ICP)

Sacramento Valley Charter School will resume in-person, site-based instruction only when specific health, safety, and operational conditions have been met, in alignment with local, state, and federal guidelines.

#### Conditions for Reopening

The following conditions must be satisfied before students and staff return to campus after a disruption:

##### Clearance from Local Health Authorities

The school will obtain written or official guidance from county public health officials confirming that it is safe to resume in-person operations.

##### Facilities Preparedness and Safety Measures

Classrooms, common areas, and facilities must be cleaned, disinfected, and ventilated per public health standards.

Adequate supplies of PPE, sanitation materials, and hygiene stations will be confirmed prior to reopening.

Any necessary structural repairs or hazard remediation (e.g., after fire, flooding, or earthquake) must be complete.

##### Staffing Readiness

Sufficient staffing levels must be in place to safely operate the school, including instructional, custodial, food service, and support staff.

Staff must be trained or retrained on any updated health and safety protocols.

##### Communication with Families and Stakeholders

Families will receive at least 48–72 hours’ notice of return-to-campus plans, including expectations, transportation updates, and health procedures.

Translated materials and multilingual communication will be provided as needed.

##### Instructional and Support Service Coordination

Teachers and service providers must be prepared to resume in-person instruction, IEP service delivery, counseling, and after-school supports.

Transition plans will be developed for students needing academic or social-emotional re-acclimation to the in-person setting.

##### Health Screening and Containment Protocols in Place

Health screening procedures, isolation protocols, and contact tracing processes will be reactivated as necessary, based on public health guidance.

SVCS will coordinate closely with local agencies to ensure the return to site-based learning is safe, timely, and responsive to the needs of all students and staff.

### **Integration with Comprehensive School Safety Plan (CSSP)**

Integration of this Instructional Continuity Plan (ICP) into Sacramento Valley Charter School's Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of Sacramento Valley Charter School's Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan. A locally-adopted CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

Integration with Comprehensive School Safety Plan (CSSP)  
Sacramento Valley Charter School – Instructional Continuity Plan (ICP)

This Instructional Continuity Plan (ICP) will be formally integrated into Sacramento Valley Charter School's Comprehensive School Safety Plan (CSSP) by July 1, 2025, in full compliance with Senate Bill 153 (Chapter 38, Statutes of 2024).

The ICP will serve as a core component of the CSSP, complementing emergency preparedness procedures, communication systems, student support services, and campus safety protocols already outlined in the plan. It will be reviewed annually during the school's CSSP adoption process and updated to reflect:

Changes in state or local guidance

Lessons learned from past instructional disruptions

Stakeholder feedback on emergency response effectiveness

As required by SB 153, inclusion of the ICP in the CSSP is a mandatory condition for approval of a Form J-13A waiver beginning in fiscal year 2026–27. SVCS will ensure that this plan remains compliant, current, and integrated across all emergency preparedness and instructional continuity efforts.

### **Review and Updates of this Instructional Continuity Plan (ICP)**

Frequency of review and update of this ICP.

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis:

Review and Updates of this Instructional Continuity Plan (ICP)  
Sacramento Valley Charter School – Instructional Continuity Plan (ICP)

This Instructional Continuity Plan (ICP) will be reviewed and updated regularly in collaboration with educational partners, incorporating feedback and lessons learned to ensure it remains effective and responsive.

Review Frequency

Annually: The ICP will undergo a formal review as part of the Comprehensive School Safety Plan (CSSP) update process, conducted by the school safety committee and leadership team.

Post-Incident: Following any emergency or instructional disruption that activates the ICP, the plan will be reviewed promptly to identify successes, challenges, and areas for improvement.

As Needed: Updates will be made throughout the year to reflect changes in:

State or local laws and guidance

School operational capacity and technology resources

Stakeholder input from families, staff, and students

Collaboration and Feedback

The review process will engage:

School administrators and instructional staff

Support personnel including counselors and special education teams

Information technology staff

Students and families via surveys, forums, or advisory committees

This continuous review cycle ensures the ICP remains a living document that evolves with the needs of Sacramento Valley Charter School's community and complies with all relevant regulatory requirements.

## Procedures for Immigration Enforcement Notification

### Confirmation Protocol

Detail the specific process and designated staff member (e.g., principal, superintendent) responsible for confirming the presence of immigration enforcement on the schoolsite, which triggers the notification requirement.

The principal is the designated staff member that is responsible for confirming the presence of immigration enforcement on site.

### Required Notification Recipients

The procedures must ensure notification is issued to the following groups:

- Parents and guardians of pupils
- Teachers
- Administrators
- School personnel

All SVCS staff, parents/guardians receive notification for any or all immigration enforcement.

### Notification Timing

Specify the timeline for issuing notification following confirmation, ensuring it aligns with safety goals and minimizes panic.

The principal will communicate with all staff and parents/guardians in a timely manner with an emphasis on providing information readily correct and available.

### Safety and Well-being Standard

The content and timing of the notification shall consider the safety and well-being of the pupils, employees, and community members of the schoolsite.

Safety is the number one priority of the School Safety Committee. Ensuring safety will be a priority focus when applying procedures for immigration enforcement notification.

### Privacy Constraint

The notification shall not include any personally identifiable information.

Any information that is confidential will not be released to the staff, parents/guardians, or the SVCS community.

### Notification Methods

Specify the secure methods used for two-way communication to reach the required recipients, such as mass communication systems, email, or school portals, and detail how these methods are maintained.

Parent- Square, Class Dojo, email through School Wise Information Program.

### Resource Provision (Optional but Encouraged)

The notification may include a hyperlink to additional resources for families regarding:

- Educational rights
- State laws that protect parents' and students' privacy and confidentiality
- Counseling or support services (including services that support families impacted by immigration enforcement and model policies adopted by the LEA).

## Annual Evaluation

This plan will be evaluated and amended, as needed, by the school safety planning committee, but shall be evaluated at least once a year.

The School Safety Planning Committee will be reviewed annually.

**Public Availability**

An updated file of all safety-related plans and materials shall be readily available for inspection by the public.

SVCS Comprehensive Safety Plans will be available to the public with minor exceptions related to active shooter procedures areas.

**State Guidance**

Compliance with this plan should align with the checklist for developing a comprehensive school safety plan, which the Department of Education is required to maintain and conspicuously post on its internet website

Our Comprehensive School Safety Plan is included on Sacramento Valley Charter School's website.

## Procedures Regarding Pupil Smartphone Use During Emergencies

Cell phones and any other digital devices are not allowed during school hours, school events and school transportation time. Cell phones that are seen or heard will be confiscated and kept in the school office and will be returned only to the parent or legal guardian. This includes the use of cell phone friendly devices or gadgets such as smart watches, tablets, and hotspots.

### Mandatory Policy Adoption and Review Requirements

The date the policy was adopted/last updated, a summary of the policy's goal, and documentation of stakeholder involvement.

This policy was last updated on 9/3/2025 with administration and staff input.

### Non-Prohibitable Circumstances for Pupil Smartphone Use

Confirm procedures for recognizing and respecting these exceptions:

1. When a teacher or administrator grants permission, subject to any reasonable limitation imposed by that teacher or administrator.
2. When a licensed physician and surgeon determines that the possession or use of a smartphone is necessary for the health or well-being of the pupil.
3. When the possession or use of a smartphone is required in a pupil's individualized education program (IEP).

A cell phones can be used with staff permission when a student needs to be picked up from school without bus transportation or during an emergency. IEP or physician use would be disimmenated to staff prior to student use.

## Safety Plan Review, Evaluation and Amendment Procedures

(i.e. review steps, meetings conducted, approvals, etc) Date and Time Attached Document  
(description and location)

Safety Team Meeting 9/3/2025 at 9:30 AM. Collaborated on the SVCS Safe School Assessment and Action Plan, Comprehensive School Safety Plans and drill Policies and Procedures.

Staff Meeting 9/9/2025 at 3:00 PM. The AP reviewed the School Safety Plan and Policies and procedures with the staff.

Action Plan

Safety Committee/Site Council Meeting 11/18/2025 Meeting conducted. Review and approval of Comprehensive School Safety Plan.

## Emergency Contact Numbers

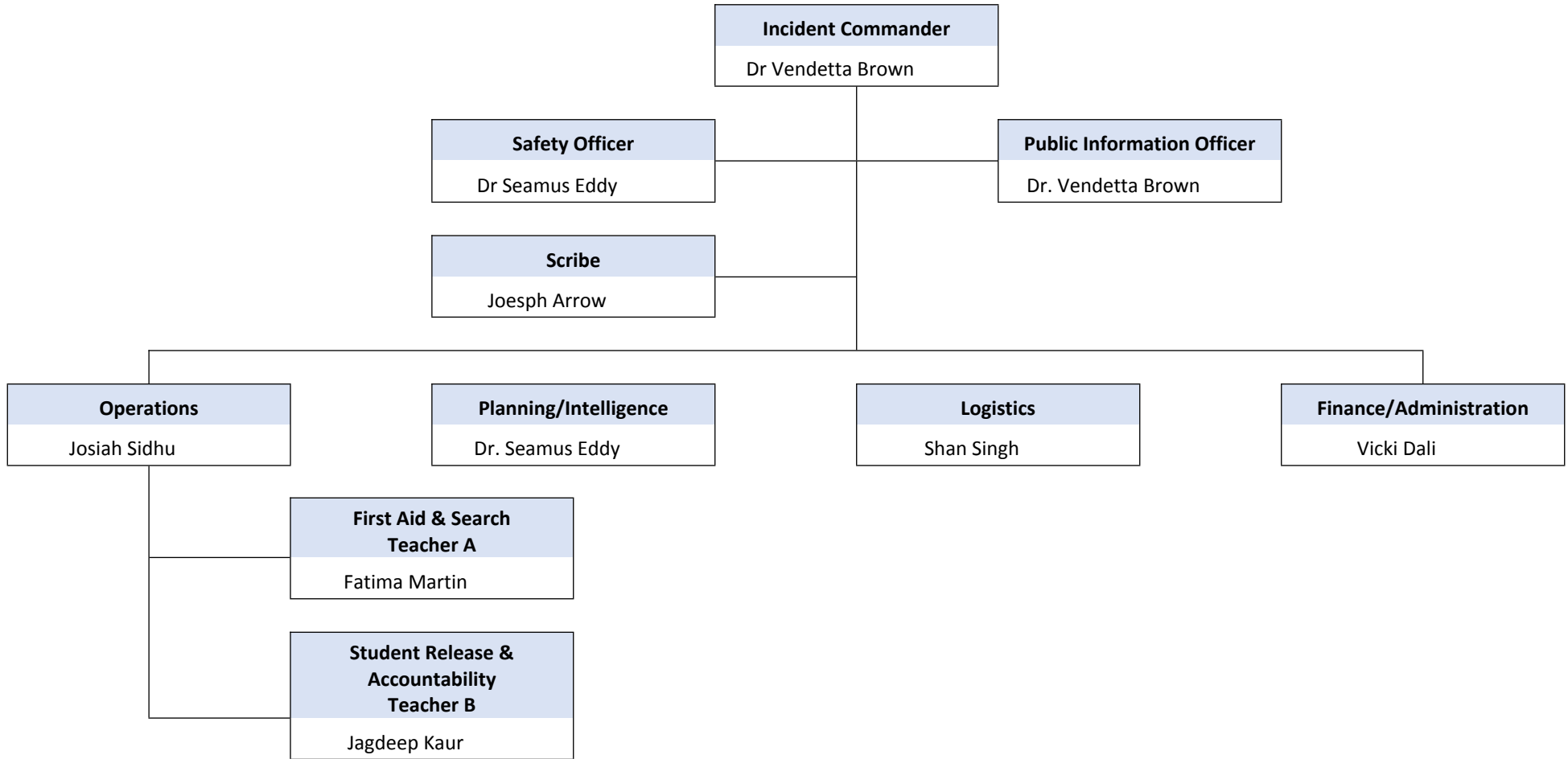
### Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	West Sacramento Police Department	911 or (916) 372-3375	Taylor Nelson Division Manager
Public Utilities	City of West Sacramento Public Works	(916) 617-4850	Water Treatment
School District	Washington Unified School District	(916) 375-7604	Jay Berns Director x1370

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

<b>Activity Description</b> (i.e. review steps, meetings conducted, approvals, etc)	<b>Date and Time</b>	<b>Attached Document</b> (description and location)
School Safety Meeting for Comprehensive School Safety Plan	9/03/2025	
School Safety Meeting	12/11/25	

**Sacramento Valley Charter School Incident Command System**



## Incident Command Team Responsibilities

### Standardized Emergency Response Management System Overview

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

California Government Code, Chapter 8, Section 3100 states: "...all public employees are hereby declared to be disaster service workers subject to disaster service activities as may be assigned to them by their superiors or by law." In accordance with these provisions, all staff members are considered "disaster service workers" during emergencies and must remain on site to carry out assigned responsibilities."

School staff should be familiar with emergency procedures and any assigned responsibilities. During an emergency, staff will serve on response teams and implement response procedures. If a teacher has been assigned to a position in the following list, the teacher will first accompany the students to the Assembly Area, where they will be reassigned to another teacher. The teacher will then carry out assigned responsibilities.

#### Incident Commander Responsibilities

- Activate the Emergency Response Team
- Activate additional response contractors and local resources
- Evaluate the severity, potential impact, safety concerns, and response requirements based on the initial information provided by the first person on-scene
- Confirm safety aspects at site, including need for personal protective equipment, sources of ignition, and potential need for evacuation
- Communicate and provide incident briefings to company superiors, as appropriate
- Coordinate/complete additional internal and external notifications
- Communicate with Emergency Response Team, as the situation demands
- Direct response and cleanup operations

#### Operations Responsibilities

- First aid
- Crisis intervention
- Search and rescue
- Site security
- Damage assessment
- Evacuations
- Release of students to parents

#### Logistics Commander

- Coordinating personnel
- Assembling and deploying volunteer teams
- Providing supplies, equipment, and services
- Facilitating communications among emergency responders

### Management

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

### Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is

vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

**Operations**

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

**Logistics**

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

**Finance & Administration**

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

## Emergency Response Guidelines

### Step One: Identify the Type of Emergency

Step One: Identify the Type of Emergency

SVCS maintains a Disaster Response Manual that outlines the steps taken for the following emergencies:

- Aircraft Crash
- Animal Disturbance
- Armed Assault on Campus
- Biological or Chemical Release
- Bomb Threat/Threat of violence
- Bus Disaster
- Disorderly Conduct
- Earthquake
- Explosion or Risk of Explosion
- Fire on School Grounds
- Flooding
- Loss or Failure of Utilities
- Motor Vehicle Crash
- Psychological Trauma
- Contamination of Food/Water
- Tactical Responses to Criminal Incidents
- Unlawful Demonstration or Walkout

The plans have been reviewed with the local law enforcement and fire personnel. In addition, the plans have been reviewed with the SVCS Board.

### Step Two: Identify the Level of Emergency

### Step Three: Determine the Immediate Response Action

### Step Four: Communicate the Appropriate Response Action

The Release of Students After an Emergency: (i.e., Earthquake, Lock-Down, etc.)

1. All parents/guardians must sign out their student(s) through the designated adult emergency school leader. There will be a specific area set up for student check-out. Included in the sign out will be documentation as to where the student is going.
2. Identification will be required of any parent/guardian claiming the child.
3. SVCS is the final authority on whether a student should or should not be released to the party claiming the child. After 72 hours, the school will contact agencies such as the Red Cross, the California National Guard, or Child Protective Services if the child has not been claimed by a parent/guardian. If the child is released to any such agency, release records at the school will record which agency took the child.
4. The school and its personnel will make every effort to ensure that the parent/guardian's wishes are complied with in an emergency. Any such instructions must be noted on the back of the emergency form or attached to the form on a separate sheet. (Keep emergency form current).
  - Principal and or Vice Principal signs the agreement and turns it in to attendance clerk.
  - All independent study agreements will be kept in the office.
  - Any failure to complete an independent study agreement, or if the independent study period is

deemed too extensive, may result in retention.

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

### **Aircraft Crash**

#### Preparation

1. Review signals with staff and students.
2. Drills:
  - a. Evacuation of buildings, accounting for students.
  - b. DROP AND COVER command.

#### Procedures

1. Order DROP AND COVER command.
2. Evacuate buildings as necessary (it may be best to use an inside assembly area or leave students in unexposed rooms).
3. Notify the police and fire department (call 911).
4. Notify the Elementary or Secondary Senior Director.
5. Mobilize staff as required to keep students away from the plane.
6. Order qualified and appropriate staff to fight fire if it can be done without risk; leave big fires to trained persons.
7. Administer first aid as required.

### **Animal Disturbance**

#### ANIMAL DISTURBANCE

#### Preparation

- Review the dangers and possible situations with students and staff.
- Review and ensure compliance with BP 6163.2, and AR 6163.2 – Animals at School.
- Review signals and response procedures with staff.

#### Procedures

If the animal is with its owner, but is being vicious, out of control and/or not being effectively controlled by its owner, ask the owner to remove his or her animal from campus.

If there is a loose animal on campus:

Do not try to handle the animal.

Move all staff and students indoors, away from the animal.

Contact law enforcement agency for assistance. Utilize non-emergency number unless the animal appears vicious and threatening.

Contact the Humane Animal Services office at 707-449-1700 for assistance.

Notify the Elementary or Secondary Senior Director of all actions taken.

#### VICIOUS/SUSPECTED RABID ANIMALS

- Direct students and staff to quietly enter buildings.
- Stay in classrooms/buildings.

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- Close all doors and windows.
- Notify other teachers in the vicinity.
- Notify administration of location, situation, and needs.
- Office personnel will contact the Temple, Ranjit, and/or 911.
- Office personnel or on-scene officers will notify animal control.
- Remain in building until an “all clear” announcement has been made.

#### Armed Assault on Campus

##### HARD SCHOOL LOCK-DOWN STANDARD LOCK-DOWN AND ALL CLEAR SIGNAL

- School secret code

##### WHEN CLASS IS IN SESSION:

- Direct students to a safe place in the classroom away from windows.
- Lock the doors, close the drapes and blinds, and turn off the lights.
- Stay off the phones, unless called. Do not release students until the All-Clear signal

is given.

##### WHEN CLASS IS NOT IN SESSION OR STUDENTS ARE OUTSIDE:

- Direct students to the closest securable location. Follow the procedures noted above.

##### 911- WHEN AND HOW TO CALL WHEN

Call 911 anytime there is a critical issue and delay may cause unnecessary harm to student or staff.

Examples of when to call include, but are not limited to:

- Violent or potentially violent crime in-progress
- Severely bleeding injury
- Unconscious person
- Non-breathing person
- Person in convulsions

##### HOW

Directions for how to call 911:

- Stay calm.
- State the emergency.
- Give your name and address. Be specific about building and room number.
- Allow the 911 operator to direct the conversation.
- Remain on the telephone. DO NOT hang up until the 911 operator says so.
- After the call, contact an administrator to inform that 911 was called.

## Preparation

Review dangers, possible situations with students/staff.

Review signals (gunfire heard, lockout, lockdown) and appropriate responses.

Review and practice protective procedures both indoors and outdoors. Review communication procedures.

Review protective procedures with custodial and teaching staff (securing building, campus).

## Procedures

### Active Shooter:

Try to remain calm, listen to ascertain if an active shooter is within your vicinity, and determine whether to Run, Hide, or Fight.

Run: If there is an escape path, attempt to evacuate yourself and students. Leave your personal belongings behind.

Hide: If evacuation is not possible, hide. Lock and/or blockade the door. Close the blinds. Silence your cell phone and direct your students to do so as well. Hide behind large objects. Remain very quiet.

Fight: As a last resort, and only if you and your students' lives are in danger, attempt to incapacitate the shooter. Act with physical aggression. Improvise weapons.

When law enforcement arrives:

Remain calm and follow instructions.

Keep your hands visible at all times.

Avoid pointing or yelling.

Know that help for the injured is on its way.

### Lockdown (Locks, Lights, Out of Sight):

Lock perimeter doors, close and lock all windows, draw blinds, and turn off lights.

Move away from sight.

Do not open the door.

Maintain silence; silence cell phones that are on person.

Take attendance.

Listen for further instructions.

### If students are outside:

Direct students into any available classroom/indoor location.

If students scatter and run, let them go.

### Lockout (Secure the Perimeter):

Bring everyone indoors.

Lock perimeter doors.

Increase situational awareness.

Keep all students/staff in the classroom.

Staff can continue to teach/work in locked classrooms/offices.

Take attendance.

Contact the school office if staff/students need to use the restroom. Admin will confirm with police it is safe to do so prior to authorizing temporary release from class.

Maintain communication with law enforcement agency on the status of the lockout or lockdown.

Notify the Principal as soon as possible.

If the campus is placed on lockdown or lockout, information should be sent to families to reduce rumors that might come from

students contacting their families.

#### Response on School Bus

Drivers are trained to promptly close the doors of the bus and contact the dispatch office.

Both students and drivers are instructed to move towards the center of the bus, away from the windows. These measures are implemented to ensure the safety and security of everyone on board and to comply with SB 10 Melanie's law.

Individualized student safety plans are created based on the needs of the student's in accordance with SB 323.

Notify all staff and departments of lockout and lockdown.

### Biological or Chemical Release

#### BIOTERRORISM/CHEMICAL ACCIDENT/GAS LEAK/EXPLOSION

- Determine whether to evacuate the affected area.
- If evacuation is necessary, direct students and staff upwind away from the affected area.
- Notify the administration of location, situation, and needs.
- Office personnel will contact the Temple, Administration, and 911.
- Account for all students and staff. Follow established fire drill procedures.
- Refer all injured/affected students and staff to designated staff or emergency responding personnel.
- If there is a need to evacuate, notify Transportation at (916) 704-1891 to coordinate bus services to WUSD. Call WUSD at (916) 375-7600.

#### Preparation

1. Review communications to classrooms.
2. Review possible walking evacuation routes to move students and staff away from hazardous materials spills.
3. Review procedures for alerting fire department and police in the event students and staff are near when the spill actually occurs.

#### Procedures

1. School staff is normally alerted by the police/fire department of a hazardous materials spill.
2. The principal must:
  - a. Be informed of the location of the spill in relation to the campus.
  - b. Notify the SVCS Board. Additional assistance (maintenance, transportation) may be needed.
  - c. Determine if the campus needs to be evacuated. Consult with fire and police personnel. To expect immediate vehicular transportation for a total student body is unrealistic. What is the most expedient walking evacuation route to get students and staff out of harm's way?
3. School staff are responsible for students during such an evacuation. Teachers must maintain control of their students during the evacuation.

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

### **BOMB THREAT/ SUSPICIOUS PACKAGE**

DEFINITION: Any warning or notification that an explosive or destructive device has been left or planted at the school.

- Notify administration if you receive a threat. If received by telephone, complete the Bomb Threat Checklist located by wired landline telephone. DO NOT use any electrical signal transmission device (i.e., cellular phones, radios, or walkie-talkies).

Send a runner if necessary.

- Stay calm.
- Administration will contact 911.
- DO NOT touch or move suspicious package. Give administration the location and description of the suspicious package. Direct persons away from the area.
- Wait for further instruction from administration or law enforcement.

### Preparation

1. Review procedures with staff and students.

2. Drills:

a. Office procedure: (1) notification of principal, (2) notification of police, (3) notification of Elementary or Secondary Senior Director.

b. School signals

c. Evacuation to designated assembly areas

d. Building search

### Procedures

#### Receiving Threats:

Any staff member receiving a telephone bomb threat shall try to keep the caller on the line in order to gather information about the location and timing of the bomb and the person(s) responsible. To the extent possible, the staff member should also take note of the caller's gender, age, any distinctive features of voice or speech, and any background noises such as music, traffic, machinery, or voices.

If the bomb threat is received through the mail system or in writing, the staff member who receives it should handle the letter, note, or package as minimally as possible. If the threat is received through electronic means, such as email or text messaging, the staff member should not delete the message.

#### Response Procedure:

The following procedure shall be followed when a bomb threat is received:

1. Any employee who receives a bomb threat shall immediately call 911 and also report the threat to the Principal or designee.

If the threat is in writing, the employee shall rewrite the threat exactly as is on another sheet of paper, including the date, time and location the document was found, any conditions surrounding the discovery or delivery of the document, and the full names of any other employees who saw the threat. The employee shall secure the document and not alter it in any way. If the document is small and/or removable, the employee shall place it in a bag or envelope.

2. Any student or employee who sees a suspicious package should not touch, tamper with, or move the item, and shall immediately notify law enforcement and the Principal or designee.

3. The Principal or designee shall immediately contact law enforcement if not yet done, assess the situation, ensure the area is secured, and initiate standard evacuation procedures as specified in the emergency plan.

4. The Principal or designee shall turn off any two-way radio equipment which is located in a threatened building.

Law enforcement and/or fire department staff shall conduct the bomb search. No school staff, students, parents/guardians, or others on campus shall search for or handle any explosive or incendiary device.

No one shall reenter the threatened building(s) until the Superintendent or designee declares that reentry is safe based on law enforcement and/or fire department clearance.

To the extent possible, the Superintendent or designee shall maintain communications with staff, parents/guardians, the Governing Board, other governmental agencies, and the media during the period of the incident.

Post-Incident:

Complete and file Bomb Threat Report and debrief with Law-Enforcement

Following the incident, the Principal or designee shall provide crisis counseling for students and/or staff as needed.

### **Bus Disaster**

Preparation:

Review safe operating procedures with bus drivers.

Train bus drivers on procedures to follow when there is a bus accident.

Train dispatchers on procedures to follow when there is a bus accident.

Ensure the bus is in safe operating condition before driving.

Follow all motor vehicle laws when driving.

Procedures:

Driver calls dispatch over the radio informing the Transportation Department of the accident.

Director of Transportation or supervisor on duty responds to accident. Transportation Director or supervisor takes photos of the accident scene.

Dispatcher contacts CHP. If students are not onboard at time of accident, local police jurisdiction will be notified instead.

Transportation staff notifies the Business Services Department, who will in turn notify the Superintendent's Office. Transportation staff will provide updates as the information is available.

Transportation staff will notify applicable school(s) of accident.

Transportation staff will contact parent/guardian to notify the student was involved in an accident, and will provide updates as they come available.

DO NOT remove the students from the bus until given the OK by CHP.

Injured students may receive emergency medical care and be removed from the bus due to injuries if advised by emergency medical services staff.

If there is a student fatality, the driver will be sent to a drug testing facility for mandatory drug test.

Dispatcher will notify Vehicle Maintenance Manager or designee of the accident, who will then go to the scene to assess the condition of the bus and whether it is in safe operating condition. If not, another bus will be sent if students need to be transported.

Staff are not to speak with the media regarding the accident. All inquiries shall be directed to the Principal or designee.

Injured staff call to report their injuries as soon as possible following the accident. A SVCS employee or administrator may place this call if the employee is incapacitated.

Bus Driver will complete the NBSIA Vehicle Accident Report form, with the assistance of the Director of Transportation.

**Cardiac Arrest**

Medical Emergencies: Including Cardiac Arrest

Preparation

1. Maintain current emergency contact information for students and staff.
2. Maintain current listing of staff who are certified in CPR, First Aid, and AED.

Medical Emergency Procedures

Assess the situation.

Call 9-1-1.

Call for CPR, First Aid and AED certified staff for assistance.

Stay with individual.

If the injury/illness is work-related, contact the SVCS Risk Manager to develop Workers Compensation claim.

Quarantine:

Preparation

Collaborate with local health department, including development of a tracking system to alert the local health department of a substantial increase of student or staff absenteeism as indicative of a potential outbreak of an infectious disease

Quarantine/Pandemic Response Procedures

Follow applicable direction from:

Yolo Public Health and/or CA Department of Public Health

Cal-OSHA

US Department of Education,

Centers for Disease Control & Prevention (CDC)

Department of Health and Human Services

Report all actions to the SVCS Principal or designee.

## Disorderly Conduct

### OUTSIDE THREATS

#### SHOOTINGS/RIOTS/CIVIL DISORDER

DEFINITION: Shooting, riots, or civil disorder on the school campus or vicinity.

• If you observe such a situation, first secure the safety of the students and yourself by the steps below, then call 911.

- Contact an administrator to advise that 911 was called.
- If the lock down alert is announced, take the following steps.
- Stay calm.
- When you hear the lock-down alert, direct all students into the buildings.
- Lock the door, close the drapes/blinds, and turn off the lights.
- Have students "Duck and Cover."
- Remain quiet and wait for further instructions from law enforcement or the

administration via the P.A. system.

#### THREATENING INDIVIDUAL/GROUP

DEFINITION: A threatening individual or group of individuals is on the campus. They may or may not be students. This includes situations where a student is followed of threatened on their way home or to school.

• If you observe such a situation, first secure the safety of the students and yourself by the steps below, and then contact an administrator.

- Office personnel will contact 911 and administration.
- Stay calm.
- If the individual or group is threatening a specific student or group of students, lock the threatened student(s) in a classroom.

- If you hear the lock-down alert, direct all students into the buildings.
- Lock the door, close the drapes/blinds, and turn off the lights.
- Have students "Duck and Cover."

- Remain quiet and wait for further instructions from law enforcement or the administration via the P.A. system.

#### Preparation

Such an occurrence would most likely occur if a large number of students caused a disturbance and refused efforts by administrators and teaching staff to maintain order.

1. If a large-scale civil disturbance threatens to interfere with the operation of the school, the principal shall:
  - a. Contact the Board requesting additional assistance.
  - b. Contact police and request they stay on alert to assist.

#### Procedures

When all normal methods of control have failed to maintain the degree of order required to continue the planned activities of a school while assuring the safety of students and staff, the principal shall:

1. Contact the SVCS Board requesting district-wide assistance in maintaining order.
2. Contact police in the event their assistance is needed.
3. Remove non-students from campus. Police may be requested to assist in this action.
4. Avoid use of force except in defense of self or other students and staff.
5. Continue the planned daily program for students not involved.
6. Isolate, identify and, if possible, meet and discuss alleged grievances with the leaders of the disturbance. Attempt to persuade other students to return to class.
7. Move all discussions from the confrontation area to the administration offices.

## Earthquake

### EARTHQUAKE

- Instruct students to “duck and cover” until motion ceases.
- Keep all students and staff away from windows.
- If there are serious injuries call 911 or contact administration to relay the message to emergency personnel. Send a runner if necessary.
  - Evacuate students to a safe, open area, when possible, evacuate students to the normal fire drill areas.
- Account for all students and staff.
- Keep students together and calm.
- Do not re-enter the building due to structural integrity and potential aftershocks.
- Follow instructions by emergency personnel.

#### Preparation

1. Review evacuation procedures with staff (schools in flood patterns review procedures for evacuation to high ground).
2. Review with staff and students the use of DROP, COVER, AND HOLD procedures.
3. Survey campus to identify earthquake hazards (trophies on high shelves, etc.) and correct those which can be corrected.
4. Plan with staff to teach children that the best procedures to follow during earthquakes are:
  - a. Stay in open places away from all structures.
  - b. Do not stand under trees or wires.
  - c. Continue movement to or from school.
5. Drills:
  - a. Evacuation/student check
  - b. DROP, COVER, AND HOLD procedure

#### Procedures

##### Earthquake While Indoors at School:

When an earthquake occurs, the following actions shall be taken inside buildings and classrooms:

1. Staff shall have students perform the drop procedure. Students should stay in the drop position until the emergency is over or until further instructions are given.
2. In laboratories, burners should be extinguished, if possible, before taking cover.
3. As soon as possible, staff shall move students away from windows, shelves, and heavy objects or furniture that may fall.
4. After the earthquake, the principal or designee shall determine whether planned evacuation routes and assembly locations are safe and shall communicate with teachers and other staff.
5. When directed by the principal or designee to evacuate, or if classrooms or other facilities present dangerous hazards that require immediate evacuation, staff shall account for all students under their supervision and shall evacuate the building in an orderly manner.

##### Earthquake While Outdoors on School Grounds:

When an earthquake occurs, the following actions shall be taken by staff or other persons in authority who are outdoors on school

grounds:

1. Staff shall direct students to walk away from buildings, trees, overhead power lines, power poles, or exposed wires.
2. Staff shall have students perform the drop procedure.
3. Staff shall have students stay in the open until the earthquake is over or until further directions are given.

#### Earthquake While on the Bus:

If students are on the school bus when an earthquake occurs, the bus driver shall take proper precautions to ensure student safety, which may include pulling over to the side of the road or driving to a location away from outside hazards, if possible. Following the earthquake, the driver shall contact the Superintendent or designee for instructions before proceeding on the route or, if such contact is not possible, drive to an evacuation or assembly location.

#### Subsequent Emergency Procedures:

After an earthquake episode has subsided, the following actions shall be taken:

1. Staff shall extinguish small fires if safe.
2. Staff shall provide first aid to any injured students, take roll, and report missing students to the principal or designee.
3. Staff and students shall refrain from lighting any stoves or burners or operating any electrical switches until the area is declared safe.
4. All buildings shall be inspected for water and gas leaks, electrical breakages, and large cracks or earth slippage affecting buildings.
5. The principal or designee shall post staff at safe distances from all building entrances and instruct staff and students to remain outside the buildings until they are declared safe.
6. The principal or designee shall request assistance as needed from the county or city civil defense office, fire and police departments, city and county building inspectors, and utility companies and shall confer with them regarding the advisability of closing the school.
7. The principal or designee shall contact the SVCS Board and request further instructions after assessing the earthquake damage.
8. Notify utility companies of any possible damage to service lines.
9. The Principal or designee will contact the appropriate agencies (Yolo County Office of Emergency Services) to determine if

there is a risk of dam failure, and which, if any, schools may be impacted.

10. Notify the SVCS Board of all actions taken in response to earthquakes.

NOTE: If housing areas suffer extreme damage in earthquakes, undamaged schools may be used as temporary shelters; be sure custodians are available to assist in the use of the buildings.

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

#### Preparation

1. Review signals with staff and students.
2. Identify valves, lines, boilers, etc., that present the threat of explosion. Arrange periodic checks on these hazards.
3. Drills:
  - a. Evacuation to outside area
  - b. Signals

#### Procedures

Threat of explosion:

Evacuate buildings, account for students.

Turn off gas, etc.

Notify utility companies involved.

Order resumption of classes when threat has passed.

Notify the Elementary or Secondary Senior Director of all actions taken.

If an explosion occurs:

Evacuate to a safe location and call 9-1-1.

Contact the Maintenance Department, who will coordinate service from the appropriate utility agency.

Notify the Principal or designee and SVCS Board of all actions taken.

### **Extreme Weather**

## Fire in Surrounding Area

### FIRE OUT OF CONTROL

- Direct evacuation of the room/building using fire evacuation procedures. Refer to your classroom evacuation map.
- Pull fire alarm if possible.
- Notify administration of the location and size of the fire. Send a runner if necessary.
- Account for all students and staff. Assess medical emergency needs.
- Keep students together and calm.
- Wait for further instructions or an “all clear” signal.

### Preparation

Identify at least two off site evacuation locations that are outside the potential affected area and can accommodate student/parent reunification.

Determine how many buses are needed for an off site evacuation to a distant location, and communicate this information to the Transportation Yard at the beginning of each year.

Identify communication tree for when an off site evacuation is necessary.

Ensure staff has a communication plan for notifying parents/guardians of evacuation.

Maintain printed current student roster for accurate record keeping and attendance during an emergency off site evacuation.

Identify person designated to verify all school personnel and students have been accounted for upon police/fire arrival.

### Threat of Fire Near School Grounds

1. Local public safety agencies may report the threat of fire nearby and need to evacuate.

Superintendent or designee may call for an off site evacuation prior to public safety agency, when deemed appropriate.

2. When a fire is discovered nearby to any part of the school, and the school has not yet been contacted by the local public safety agency, the following actions shall be taken:

A. The principal or designee should not sound signals, unless the fire is an imminent threat to campus and immediate evacuation is required.

B. The principal or designee shall call 911 to report the nearby fire and ascertain whether shelter in place or off site evacuation is recommended.

1. If off site evacuation is activated by Superintendent or designee, inform 911.

C. The principal or designee shall notify the Director of Elementary or Secondary Education of actions, as applicable and as soon as safely able to do so.

3. All persons shall be directed to either shelter inside buildings (due to potential smoke hazard) or proceed to appropriate assembly areas to prepare for off site evacuation.

4. Staff shall give students clear direction and supervision and help maintain a calm and orderly response.

5. In assembly and off site evacuation areas, teachers shall take roll, report missing students, and provide assistance to any injured students. Call 911 when emergency medical assistance is needed.

6. In assembly and off site evacuation areas, the principal, designee and/or each department head shall account for their staff, report missing staff, and provide assistance to any injured staff.

### Fire on School Grounds

#### FIRE

##### SMALL FIRE

- Ensure student safety and then attempt to use the extinguisher to put out the fire.
- Notify administration of location, situation, and needs. Office personnel will notify fire department if necessary.

- Stay calm.

##### FIRE OUT OF CONTROL

- Direct evacuation of the room/building using fire evacuation procedures. Refer to your classroom evacuation map.

- Pull fire alarm if possible.
- Notify administration of the location and size of the fire. Send a runner if necessary.
- Account for all students and staff. Assess medical emergency needs.
- Keep students together and calm.
- Wait for further instructions or an “all clear” signal.

#### Preparation

#### Fire Drills:

The principal shall cause the fire alarm signal to be sounded at least once every month.

The principal shall also hold fire drills at least once a month at the elementary level, four times every school year at the intermediate level, and not less than twice every school year at the secondary level.

1. The principal shall notify staff as to the schedule for fire drills.
2. Whenever a fire drill is held, all students, teachers and other employees shall be directed to leave the building.
3. Teachers shall ascertain that no student remains in the building.
4. Teachers shall be prepared to select alternate exits and shall direct their classes to these exits whenever the designated escape route is blocked.
5. The principal or designee shall keep a record of each fire drill conducted and file a copy of this record with the office of the Superintendent or designee.

#### Fires:

When a fire is discovered in any part of the school, the following actions shall be taken:

1. The principal or designee shall sound fire signals, unless the school and/or building is equipped with an automatic fire detection and alarm system.
2. The principal or designee shall call 911.
3. All persons shall be directed to leave the building and shall proceed outside to designated assembly areas.
4. Staff shall give students clear direction and supervision and help maintain a calm and orderly response.
5. In outside assembly areas, teachers shall take roll, report missing students, and provide assistance to any injured students.
6. In outside assembly areas, the principal, designee and/or each department head shall account for their staff, report missing staff, and provide assistance to any injured staff.
7. If the fire is extensive, students shall be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes.

## **Flooding**

### **FLOOD**

- If flooding is immediate, evacuate students to higher ground. If there is flood warning, wait for instructions on evacuation.
- Account for all students and staff. Assess medical emergency needs.
- Keep students together and calm.
- Follow all instructions given by emergency personnel.

### **Preparation**

1. Review signals with staff and students.
2. In the event of flood danger, determine the shortest evacuation route to high ground.
3. Drills:
  - a. Signals
  - b. Evacuation to high ground in event of flood danger.
  - c. Evacuation out of chemical spill danger (upwind to nearest relief from chemical danger).

### **Procedures**

When notified by emergency services authorities that there is a threat of fire, flood, tsunami, chemical accident, etc., the principal shall:

1. Order evacuation of students to the most appropriate location.
2. Supervise transfer of students to safe location.
3. Notify news media via the Principal's Office that students have been taken to a safe location.
4. Release students from safe location to parents or persons listed on emergency cards; maintain a record of students released to such individuals.
5. Arrange provisions for students held at a safe location. If release is delayed beyond the end of the normal school day, arrange to feed them.
6. Report all actions to the SVCS Board.

### **Loss or Failure Of Utilities**

#### **POWER FAILURE/BLACKOUT**

- Determine whether the power outage poses any danger to students or staff.
- If there is no immediate danger, remain in classrooms until power comes back on.
- Use emergency lighting if necessary.
- Wait for instructions from the office if it is expected to be a prolonged power outage.

#### **Preparation**

1. Review with staff the procedures to take place when power outages cause there to be no lighting or heat in classrooms, halls, or restrooms.
2. Schools with few or no windows should seek district assistance in obtaining temporary emergency lighting to keep on site.

Students cannot be dismissed from school because of lighting or heating failure. In this present day and age, there are a fair number of families with no parent home during the school day. Babysitters may not be home until near the end of the normal school day. A parent assumes their student is in school until the end of the school day. If a student is let out early without parent notification and some negative happening occurs, the district could be taken to task for releasing the unsupervised student.

Office staff will monitor for potential planned utility shutoffs, such as the PG&E Public Safety Power Shutoff, and communicate/implement actions accordingly.

#### **Procedures**

For unplanned utility shutoffs:

Contact district maintenance for assistance in addressing the utility outage and working with the utility company.

Notify the Principal and SVCS Board of the utility outage.

Contact district maintenance to obtain portable room heaters in the event there is electrical power but the heating system has

broken down.

For planned utility shutoffs:

Administration and office staff will deploy items such as flashlights and door stops to sites in advance of the shutoff.

3. If telephones or communication devices are inoperative, schools must rely on the Emergency Radio located in each school's central office.

### **Motor Vehicle Crash**

Preparation:

Review procedures with staff.

Follow all laws while operating a motor vehicle.

Ensure the vehicle is maintained in good operating condition.

All district vehicles must have insurance information in vehicles.

Procedures:

If involved in a motor vehicle accident:

Move out of the road if safe to do so.

Contact law enforcement jurisdiction immediately.

Contact the supervisor immediately.

Seek medical care if needed.

Do not admit fault.

Take photos of accident with a cell phone (if available).

Obtain insurance information from the other party.

Report injuries (employees), if able to do so. If not, the Principal or designee should call ASAP. Contact Risk Manager HR for assistance with this, if needed.

If an accident occurred while driving a District vehicle, complete the NBSIA Vehicle Accident Report form and send it to the Transportation Office as soon as possible.

### **Pandemic**

Preparation

Collaborate with local health department, including development of a tracking system to alert the local health department of a substantial increase of student or staff absenteeism as indicative of a potential outbreak of an infectious disease

#### Pandemic Response Procedures

Follow applicable direction from:

Yolo County Public Health and/or CA Department of Public Health

Cal-OSHA

US Department of Education,

Centers for Disease Control & Prevention (CDC)

Department of Health and Human Services

2) Follow the Instructional Continuity Plan to minimize disruption to student learning.

3) Maintain records related to actions taken in response to the pandemic, in accordance with State and Federal record retention guidelines.

#### Psychological Trauma

Preparation:

Train staff on procedures.

Maintain a current list of names and contact information of mental health staff and outside mental health providers who can respond to a crisis event.

Communicate Employee Assistance Program information to staff annually.

Train staff on the signs of psychological trauma.

Train staff on Mandated Reporter requirements annually.

Procedures:

If a student is experiencing a potential mental health emergency, have trained staff complete a threat assessment.

If a student or staff person is experiencing a mental health emergency, call 9-1-1.

In the event of a crisis event that impacts staff and/or students:

Notify the Principal or designee of the crisis event immediately.

Administration, counselor, and office staff will coordinate deployment of mental health service providers to provide additional support to the site.

#### Suspected Contamination of Food or Water

##### PESTICIDE APPLICATION NOTIFICATION POLICY

The school occasionally participates in a pest or plant management system. We make every effort to reduce pesticide use as much

as possible. While it may occasionally be necessary to apply a pesticide, it will only be used as a last resort. You have the right to be informed prior to any pesticide application that might be necessary at SVCS. In an emergency, pesticides may be applied without prior notice; however, notice will be provided following any such application. To receive notifications, please inform the school by submitting a letter, which includes your name, student's name, address, and day/evening phone. Please indicate whether you would like to be notified when any scheduled major pesticide application is made or if you also want notification when an ant trap, small bait application, or other least toxic application is made. Education Code 48980.3

## **Tactical Responses to Criminal Incidents**

### **Preparation:**

Train staff and students on the signals and appropriate responses for active shooter, lockdown and lockout. (See Armed Assault on Campus/Threatening Person(s) Near Campus.)

Train staff on the response procedures and communication protocol in the event they receive a tip that a student is in possession of drugs or a weapon on campus.

Train staff on BP 5145.12 – Search and Seizure.

### **Procedures:**

If the criminal incident poses imminent threat to the safety of staff and students:

Initiate lockdown procedures.

Call 9-1-1.

If a staff person receives information that a student may be in possession of drugs or a weapon on campus:

Notify administration immediately.

Administration will have the student removed from class. Who removes the student will be determined by the administrator based upon several factors, including the type of contraband the student has been reported to be in possession of.

If the administrator has reasonable suspicion the student is in possession of something in violation of the law, he or she will conduct a search in accordance with BP 5145.12 – Search and Seizure. There must be at least one administrator and another staff present when conducting a search.

Contact law enforcement to be present if you feel the seriousness of the concern warrants it. For example, law enforcement should be contacted and present when pulling a student out of class for suspected possession of a firearm.

Confiscate any drugs and/or weapons found. Give to law enforcement to dispose of, and to document the incident.

Notify the parent/guardian subjected to an individual search as soon as possible after the search.

## **Unlawful Demonstration or Walkout**

### **Preparation:**

1. Review dangers and possible situations with staff.

2. Review with staff BP& AR 5131.4(a) – Student Disturbances, and BP/AR 3515.2 – Disruptions.
3. Staff are encouraged to be alert to conditions at school that may lead to a disturbance or disruption of school operations.

Procedures:

1. Staff who believe that a disturbance is imminent, or who see a disturbance occurring, shall immediately contact the site administrator.
2. Contact Principal or designee for additional admin support.
3. Contact law enforcement agencies for assistance.
4. During any disturbance in which additional students might become involved while changing classes, administrators may notify all staff that any class currently in session will be extended until further notice. Upon receiving this notification, staff shall ensure that all students in their charge remain in one location under their supervision and shall ask all students who are in the halls to return to their classes immediately.

## Emergency Evacuation Map