Comprehensive School Safety Plan

2021-2022
School Year

School: Children's Community Charter School
CDS Code: 04-61531-6113765
District: Children's Community Charter School
Address: 6830 Pentz Road
         Paradise, Ca. 95969
Date of Adoption: 02-10-2022
Date of Update:  
Date of Review:  
- with Staff  
- with Law Enforcement  
- with Fire Authority

Approved by:

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<tr>
<th>Name</th>
<th>Title</th>
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<tr>
<td>Sean Herr</td>
<td>School Board President</td>
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<td>Mary Rich</td>
<td>School Board Secretary</td>
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<td>Jess Mercer</td>
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<td>Jennifer Johnson</td>
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<td>Dr. Michelle Farrer</td>
<td>Principal/Superintendent</td>
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## Comprehensive School Safety Plan

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Comprehensive School Safety Plan Purpose

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

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

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

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

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

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

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

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

Safety Plan Vision
Children's Community Charter School is dedicated to academic excellence and improved achievement. We strive to encourage students to be lifelong learners who will positively contribute to our society. Children's Community Charter School will maintain a school where:
Students love learning and are expected to excel. Parents are proud to send their children. Staff works cooperatively and professionally to maximize student achievement in a happy, healthy and safe workplace conducive to learning. Simply stated in our Mission Statement: To ensure high levels of learning for ALL students. We are committed to academic, behavioral, and social/emotional learning to benefit the whole child.
Components of the Comprehensive School Safety Plan (EC 32281)

Children’s Community Charter School Safety Committee
Dr. Michelle Farrer - Principal/Superintendent
Jessica Kennefic - Front Office Manager
Max Barteau - Back Office Consultant
Denise McGuire - Campus Supervisor
Zachary Farrer- Maintenance

Assessment of School Safety
According to the California School Dashboard (2021) https://www.caschooldashboard.org/reports/04615316113765/2021#1-card:

- Basics Instructional Materials and Facilities - Standards Met
- Implementation of Academic Standards - Standards Met
- Parent and Family Engagement - Standards Met
- Local Climate Survey - Standards Met
- Access to Broad Course of Study - Standards Met

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a1), items A-J)

- All staff safety trainings throughout the year.
- Monthly drills including: fire, earthquake, intruder
- Fire Marshall clearance
- Strong relationships with the local police department
- Implemented PBIS
- Monthly PBIS meetings
- Staff PBIS trainings
- Newsletters promoting our positive culture
- Positive climate surveys from staff, students, and families
- Team of teachers who were trained to Respond to Trauma
- Trauma Informed Practices training
- Restorative Practice training
- Strong relationships with the county office (BCOE) and other Butte County Charter Leaders
- Monthly Word of the Month
- Monthly Awareness Topics
- Monthly Awards Assemblies
- Attendance Task Force
- Visitor sign in
- Live Scan for all volunteers
(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)
Child Welfare Services (530) 879-3731
(You must call and fax or mail a written report)
All paid staff serving children are mandated by California law to report any knowledge or suspicion that a child’s safety or welfare is at risk. It is the responsibility of the mandated reporter to REPORT, not to investigate. Reports should be made immediately and no later than 24 hours after suspected abuse is observed.

There are two types of reporters
1. Mandated: those, such as school employees, who are required to report suspected child abuse. These reporters have a legal duty to report and can be held liable for not reporting.
2. Discretionary reporters: those who report simply because they develop a concern for a child’s welfare.

Circumstances for Reporting:
ANY Reasonable Suspicion: if a person is suspicious, based on observations that could create a reasonable person with his/her training and experience to suspect child abuse.

Knowledge criteria: this includes actual observation of child abuse or obtaining knowledge of abuse.

Obstacles: many people are afraid to make a report because of denial, fear of making a mistake, fear that the parent may be angry, the belief that nothing happens when you make a report, or that it makes things worse.

You are LEGALLY responsible to report if you have “reasonable suspicion” of abuse and obtain this knowledge during the course of your work. You are NOT required to prove the abuse or collect evidence. You could be found legally liable if you do no report and the child victim or another child is further victimized because of your failure to report.

Types of Abuse:
- Physical
- Sexual Abuse - Assault or Exploitation
- Emotional Abuse
- Neglect - General, Severe, Caretaker Absences

What to report:
Physical injury inflicted by other than accidental means on a child. Consider developmental abilities when assessing injuries.
Sexual abuse and sexual exploitation: Perpetrators in most cases are family members. Unusual sexual behaviors that are not necessarily age appropriate should be reported. Again, we report based on concerns; we do not investigate.

Emotional Abuse: Any act which results in mental suffering or when a child’s emotional well being is endangered. This includes verbal assaults, belittling, threats, blaming and screaming, continual negative mood, domestic violence that affects the child’s emotional well being, neglect, and emotional deprivation.
- Intimate Partner Violence: California is one of the few states that mandates reports of abuse between adolescent/teenage couples.
- Neglect is the #1 form of abuse: Neglect occurs when parents are unable or unwilling to provide the basic needs such as food, shelter, medical care, or educational needs. This also includes failure to protect a child.

Homelessness: In and of itself, it is not re portable unless it includes specific instances of physical abuse, neglect, sexual abuse or emotional abuse. The priority is to provide necessary shelter, food, medical care, education and services.
Substance/Alcohol abuse: Again, not necessarily re portable as “child abuse” unless it impacts the child’s well being and has ongoing endangerment.

Religious Considerations: Using spiritual means of healing instead of medical is not re portable unless it could result in the death or disfigurement of a child which would be a case of medical neglect.

Red Flags of Child Behaviors
- Hostile, aggressive, verbally abusive towards others Anxious, fearful or withdrawn Self-injuries Destruction Frightened of going home Frightened of parents/caretaker Attempts to hide injuries Frequent absences from school Clingy, forms indiscriminate attachments Tries to be perfect

Red Flags of Parent Behaviors
- Mental health issues
- Domestic violence
- Unemployment
- Poverty - inadequate food, clothing, shelter or medical care for the children
- Lack of social support
- History of abuse as a child
- Substance abuse
Report any concerns about possible abuse to CPS as soon as possible, and no longer than 24 hours of becoming aware of suspected abuse. To report, call (530) 879-3731 CPS. For immediate safety issues, contact Law Enforcement (911) and they will report to CPS. (BP/AR 5141.4 - Child Abuse Prevention and Reporting)
All employees were trained this year in accordance with the new law, AB1432, and any new employees are required to complete the online training and provide proof of certification before the first day of employment.

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

Disaster Plan (See Appendix C-F)

Public Agency Use of School Buildings for Emergency Shelters

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

CHILDREN’S COMMUNITY CHARTER

Suspension and Expulsion Policy and Procedures

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 Children’s Community Charter (the “Charter School”). In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describes the noncharter schools’ list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

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

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 removal 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 according 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 suspension 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 or 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 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 8, inclusive.

s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 8, inclusive.

t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 8, 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 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)(a)-(b).

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

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 student 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 recommended for expulsion for any of the following acts when it is determined the pupil:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

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

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) 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.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) 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 severe 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.

p) 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.
q) 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 8, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 8, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 8, inclusive.

t) 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 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 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.

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

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

4) Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:
a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

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)

If it is determined by the Administrative Panel and/or 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 similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal’s designee with the student and his or her parent 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(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Expulsion

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

This determination will be made by the Principal or designee upon either of the following: 1) the pupil’s presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil’s suspension will be extended pending the results of an expulsion hearing.
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 pupil, or the affected pupil, a teacher shall provide to a pupil in any of grades 1 to 8, inclusive, who has been suspended from school for two or more schooldays, the homework that the pupil 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 pupil either upon the pupil’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 pupil’s overall grade in the class.

D. Authority to Expel

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

A student may be expelled either by the neutral and impartial Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil nor a member of the Charter School Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

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 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 pupil 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 entity conducting the expulsion 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 entity 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 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 of Directors, which will make a final determination regarding the expulsion. The final decision by the Board of Directors shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors 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 of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors’ adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student’s or parent/guardian’s obligation to inform any new district in which the student seeks to enroll of the student’s status with the Charter School.

The Principal or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student’s name; and (b) The specific expellable offense committed by the student.

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

K. No Right to Appeal
The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board of Directors’ 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 of Directors 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 of Directors 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 of Directors 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.

Q. 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 that the Charter School or the 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/Manifestation Determination

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

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child’s disability; or
b. If the conduct in question was the direct result of the local educational agency’s failure to implement the IEP/504 Plan.

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

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

a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

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

4. Due Process Appeals
The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures. When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and the Charter School agree otherwise. In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing. In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances
Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct. The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student’s disability in cases where a student:

a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;

b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting
The student’s interim alternative educational setting shall be determined by the student’s IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services
A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School’s disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred. The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child’s teachers, that the student is in need of special education or related services.

b. The parent has requested an evaluation of the child.

c. The child’s teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student’s disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation. The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.
(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)
Children’s Community Charter School informs the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h) (tobacco use), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. We provide teachers with three years of records of any student who has engaged in the above-mentioned acts at the beginning of each school year. We inform teachers throughout the school year about any new violations committed by any students enrolled in their classes. The students are flagged in our Student Information System. Teachers are informed in writing and asked to sign in receipt of this information.

(E) Sexual Harassment Policies (EC 212.6 [b])
Student Sexual Harassment
Students may be suspended or expelled for sexual harassment. The Governing Board prohibits sexual harassment in the educational environment by any person in any form. Sexual harassment is in violation of federal and state laws, including Title VII of the Civil Rights act of 1964 and Title IX of the Education Amendments of 1982. Within the educational environment sexual harassment is prohibited between students, employees and students, and supervisors and students. Repeated or unwarranted verbal or physical sexual advances, sexually explicit derogatory statements, or sexually discriminatory remarks made by someone in the educational environment which are offensive or objectionable to the student or which cause the student discomfort or humiliation, or which interfere with the student’s performance are prohibited. Action will be taken when necessary to eliminate such practices or remedy their effects. Students who engage in such harassment may be subject to disciplinary action up to and including expulsion (Education Code sections 212.5; 230; 48900.2). The principal or designee shall discuss the district’s sexual harassment policy with his/her students and employees and assure them that they are not required to endure sexually insulting, degrading or exploitive treatment or any other form of sexual harassment. The principal or designee shall provide staff in-service or student instruction and counseling as needed (Title VIII of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972). Students and staff are encouraged to immediately report incidents of sexual harassment to the principal or designee. The principal or designee shall promptly investigate each complaint of sexual harassment in a way that ensures the privacy of all parties concerned. In no case shall the student be required to resolve the complaint directly with the offending person.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)
CCCS dress code policy will include:
Proper fitting clothing.
Pants above the hips with use of belt as needed.
CCCS BOARD ADOPTED: January 16, 2020
Undergarments are not to be displayed.
No bare midriff or spaghetti strap tops. No see through (sheer) tops.
No “short” shorts or skirts, hem lines to be fingertip length.
Attire with obscene or vulgar statements or displaying contraband such as cigarettes, alcohol, drugs, etc. will not be allowed.
No flip flops or sandals without a back strap.
P.E. clothing (shirts, shorts, shoes, socks) is required of all middle school students. Clothing and equipment must be appropriate and well maintained.
All students need to have sturdy shoes for P.E. class.
Dress code violations procedures: Teacher will email admin and office staff for every student offense
1st Offense: Verbal warning
2nd Offense: The student changes or removes article in question, and parents are informed.
3rd Offense: The student changes or removes article in question, is assigned lunch detention, and parents are informed.
4th Offense: The student changes or removes clothing article in question, is referred to administration and assigned one day of in-school suspension, and parents are informed.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)
Students and families can enter and exit our facility in various ways. We are ADA compatible in all areas.

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

Element:

Opportunity for Improvement:

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

Children's Community Charter School Student Conduct Code

Conduct Code Procedures
- Discipline
- Student Conduct Plan

Children's Community Charter School strives to educate, support, and encourage students so that they may achieve the highest level of academic excellence while demonstrating responsible behavior.

CCCS works to help each student develop a strong sense of self-esteem balanced by respect and appreciation for others. We expect students to participate in creating a caring, supportive community.
Excellent schools and discipline go hand in hand. Ideally, discipline is self-directed and self-controlled. Schools and parents share the responsibility for helping students develop self-discipline. Academic success is dependent upon many factors, but personal discipline is critical if a student is to realize his/her potential. Likewise, behavioral discipline is necessary to ensure an orderly learning environment in which each student may learn in harmony with others. If self-discipline fails, the school must intercede on behalf of the other students.

It is the goal of CCCS to maintain a positive, safe, and caring school and classroom environment. In order to accomplish this, this school-wide Student Conduct Plan has been developed. It is in effect any time students are in the direct supervision of the school staff or parent volunteers.

Students are expected to conduct themselves in a responsible, mutually respectful manner.

School Wide Behavior Expectations:
Respecting the rights of others and the physical environment CCCS BOARD ADOPTED: January 16, 2020
Following the directions of ANY adult at school or on school-sponsored events
Being accountable for behavior and accepting the consequences for one’s actions
Using the facilities and equipment safely and appropriately
Use appropriate language
Respecting other students’ physical space. “Keep your hands and feet to yourself”
Students must remain on campus until dismissal time unless they have parent permission and are checked out through the office.
Gum chewing is prohibited.
Hats and hoods must be removed in the classroom.
Phones and other electronic devices are not allowed during school hours.

Playground Rules:
Walk in hallways and on blacktop.
Freeze when the bell rings and then walk to class.
Use restrooms appropriately.
Snacks must be consumed at the picnic tables or on the field
Use playground equipment appropriately.
Students may not exit the lunch area until they are excused by a yard duty.
Students who commit a rule infraction during recess or lunch time will be assigned a special task. Continued infractions will result in a referral to the classroom teacher.
Student discipline is progressive in nature. All minor infractions are handled by teachers at the classroom level. However, more serious violations, or students who by their actions show that they are either unable or unwilling to behave responsibly will be referred to the principal.

K-8 Disciplinary System/ PBIS (Positive Behavior Intervention Support)
1. Positive Behavior Interventions and Supports (PBIS) is a proactive approach to establishing the behavioral supports and social culture needed for all students in school to achieve social, emotional and academic success. The goal of PBIS is to create a positive school climate in which students learn and grow.

Harassment, Intimidation, and Bullying Prevention Policy
Adapted from proposed school district policy by the MT Advocacy Project and MT Human Rights Network

The policy of the Board of Trustees of Children’s Community Charter School is to provide students and staff with a school environment free from harassment, intimidation and bullying. CCCS will not tolerate harassment, intimidation or bullying in any form at school, school-related events, including off-campus events, school-sponsored activities, school buses or any event related to school business.

Harassment, Intimidation and Bullying include: Any gesture or written, verbal or physical act that is reasonably perceived as being motivated either by any actual or perceived attribute such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity, culture, social origin or condition, political affiliation, mental, physical or sensory disability, or by any other characteristic, that a reasonable person knows or should have known:

a. will have the effect of harming the person or damaging the person’s property; or
b. will place a person in reasonable fear of physical harm; or
c. will demean any person or group of people in such a way as to disrupt or interfere with the school’s educational mission, the education of any student, or the ability of a staff member to perform the essential functions of the staff member’s job.

Inciting, aiding, coercing or directing others to commit acts of harassment, intimidation or bullying is also prohibited.

Reporting

Comprehensive School Safety Plan 19 of 50 1/31/22
1. CCCS encourages students who believe they are being subjected to harassment, intimidation, or bullying and students who have first-hand knowledge of such harassment, to report the matter promptly to their teacher or any responsible adult who is not involved in the alleged harassment, intimidation or bullying.

2. CCCS encourages staff who believe they are being subjected to harassment, intimidation, or bullying by anyone to report the matter promptly to the administration.

3. Any adult school employee or adult volunteer who overhears or receives a report, formal or informal, written or oral, of harassment, intimidation, bullying shall report it in accordance with procedures developed under this policy.

Responsibilities
The Site Administrator is responsible for maintaining a work environment and/or educational environment free of harassment, intimidation and bullying. The Site Administrator shall take appropriate actions to ensure the Harassment, Intimidation and Bullying policy and procedures are enforced. These actions include, at a minimum:

1. Providing notification in the Student and Staff handbooks of the rights and responsibilities of students and staff regarding harassment, intimidation and bullying;
2. Acquainting new employees with this policy;
3. Taking prompt action to investigate/report complaints of harassment, intimidation and bullying;
4. Taking appropriate disciplinary action as appropriate;
5. Instructing employees and students regarding the procedures for reporting harassment, intimidation and bullying within the educational setting.

Children’s Community Charter School procedures shall require the following: CCCS BOARD ADOPTED: January 16, 2020

1. Prompt investigation of incidents which includes:
   a. Conducting interviews of all students involved;
   b. Conducting interviews of witnesses; and
   c. Investigating the circumstances of the incident, including events or incidents that preceded the incident.
2. Prompt notification of the parents of all students involved;
3. Proper application of consequences consistent with school policy.

Consequences
Any person who engages in harassment, intimidation and bullying in the school setting may be subject to disciplinary action. Any student who engages in harassment, intimidation and bullying may be subject to disciplinary action up to and including expulsion. Any staff member who engages in harassment, intimidation and bullying may be subject to disciplinary action up to and including dismissal. Any staff member who permits harassment, intimidation or bullying of students or staff may be subject to disciplinary action up to and including dismissal. Any staff member who receives complaints of harassment, intimidation and bullying and does not act promptly or does not forward the complaint to the administrator shall be disciplined appropriately.

Retaliation and Reprisal
Children’s Community Charter School prohibits retaliation and reprisal against any person who reports an act of harassment, intimidation or bullying. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the administrator after consideration of the nature and circumstances of the act, in accordance with district policy. Individuals who intentionally fabricate allegations of harassment, intimidation or bullying may be subject to disciplinary action.

Release of Student to Peace Officer
If a school official releases your child from school to a peace officer for the purpose of removing him/her from the school premises, the school official shall take immediate steps to notify you or a responsible relative of your child, except when a student has been taken into custody as a victim of suspected child abuse. In those cases, the peace officer will notify the parent or guardian. [E.C. section 48906]

Parent Liable Responsibility/Withholding Records
Parents are liable for all the damages caused by the willful misconduct of their minor children that result in death or injury to other students, school personnel, or school property. Parents are also liable for any school property loaned to the student and willfully not returned. Parents’ or guardians’ liability may be as much as $10,000 in damages and another maximum of $15,693 for payment or reward, if any. [E.C. §48904]
The school may withhold report cards, diplomas, or transcripts of the student responsible until such damages are paid or the property returned or until completion of a volunteer program in lieu of payment money. [E.C. 489004] If your child commits an obscene act or engaged in habitual profanity or vulgarity, disrupts school activities or otherwise willfully defies the authority of school personnel, and is suspended for such misconduct, you may be required to attend a portion of the school day with your child. [E.C. §48900.01] Student Search The school administrator or designee may search the person of a student (including backpack, purse, bag, etc.) if there is a reasonable suspicion to believe the student may have a concealed weapon, narcotics, stolen property, or contraband. Evidence gathered from video surveillance tape systems in posted areas is specifically admissible in discipline hearings, as no one has a reasonable expectation of privacy in those circumstances. Suspensions and expulsions The CCCS 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, CCCS 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 in our policy closely mirrors the language of Education Code Section 48900 et seq. CCCS 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 CCCS’s policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. CCCS 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 CCCS administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available upon 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 CCCS has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 (“IDEIA”) 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. CCCS 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 CCSS has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in accordance due process to such students. 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. For three or more suspensions, (in house suspensions/ out of school suspensions- refer to “Student Behavior Management Process Chart”) a meeting will be required (teacher, parent, student, administration, and support staff) to discuss the current enrollment and possible disenrollment at CCCS. If a student commits an act serious enough to warrant disenrollment (Ca. Ed code 48900 & 48915), the school principal will recommend disenrollment in writing to the Board of Directors and specify relevant conditions and issues. Parent(s)/guardian(s) and the student will be notified in writing of the disenrollment proceedings and their rights. The disenrollment hearing is formal and legal in nature. The parent and student may present the student’s case for staying at Children’s Community Charter School at that time. Please see Appendix E in our Charter to view the complete Suspension and Expulsion Policy, including Enumerated Offenses. You may also obtain a copy of this policy in the school office.

(K) Hate Crime Reporting Procedures and Policies

Bullying Module

California Department of Education
1430 N Street
Sacramento, CA 95814-5901
Chapter 1: What Is Bullying?

Bullying is an unwanted, aggressive behavior that involves an imbalance of real or perceived power between individuals with the intent to cause harm. Students who are the targets of bullying behavior and those who exhibit bullying behavior toward others may suffer serious, lasting consequences. In order to be considered bullying, the behavior must include:

A Deliberate Act: To cause emotional or physical harm to another individual.

An Imbalance of Power: Those who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and vary in different situations, even if they involve the same people.

Repetition: Bullying behaviors that display more than one time or have the potential to happen more than once.

Verbal, Social/Psychological/Relational, and Physical are three types of bullying outlined by the federal government and the U.S. Department of Health and Human Services.

Verbal Bullying is saying or writing hurtful things. Examples include:

Teasing
Name-calling
Inappropriate sexual comments
Taunting
Threatening to cause harm

Social Bullying, sometimes referred to as relational bullying, involves harming someone's reputation or relationships. Examples include:

Leaving someone out of an activity on purpose
Influencing others not to be friends with someone
Spreading rumors about someone
Embarrassing someone in public

Physical Bullying involves inflicting harm upon a person's body or damaging their possessions. Examples include:

Hitting/kicking/pinching
Spitting
Tripping/pushing
Taking or breaking someone's possessions
Making cruel or rude hand gestures

Students can play the role of bully (instigator/perpetrator of bullying behavior), of target (recipient/object of bullying behavior), or of bystander (witness/observer of bullying behavior). Students may play one or more of these roles at different times.

Cyberbullying can involve all three types of bullying and takes place using electronic technology. Electronic technology includes devices and equipment such as cell phones, computers, and tablets, as well as communication tools including social media sites, text messages, chat and website. This type of bullying is becoming more prevalent every day. Examples include:

Demeaning or hateful text messages or emails
Rumors sent by email or posted on social networking sites
Embarrassing pictures, videos, website, or fake profiles posted online

Why is Cyberbullying Different? Students who are being cyberbullied are often bullied in person as well. Additionally, students who are cyberbullied have a more difficult time escaping the negative behavior.

Cyberbullying can occur 24 hours a day, 7 days a week, and reach a student when he or she is alone and/or when in their own home. Cyberbullying messages and images can be posted anonymously and distributed quickly to a very wide audience. It can be difficult and sometimes impossible to trace the source. Deleting inappropriate or harassing messages, texts, and pictures is extremely difficult after they have been posted or sent.

Common Signs that a Student is a Target of Bullying Include:
Physical cuts or injuries  
Lost or broken personal items  
Fear of going to school/practice/games  
Loss of interest in school, activities, or friends  
Trouble sleeping or eating  
Anxious/sick/nervous behavior or distracted appearance  
Self-destructiveness or displays of odd behavior  
Decreased self-esteem  

Important Fact: The Centers for Disease Control and Prevention have found 20 percent of high school-aged students have experienced some form of bullying on school grounds in their lifetime. It is also alarming to note that more than 160,000 United States students stay home from school each day for fear of being bullied; 8 percent of students miss one day of class per month due to fear of being targeted by a bully; and more than 280,000 students are physically attacked in secondary schools each month.  
Adults and bystanders (those who witness incidents) need to step up and help students and classmates who are being bullied. Students are often reluctant to report bullying incidents out of fear of being labeled as a “snitch” or fear that bullying will increase if it is reported. Students should be encouraged to report bullying incidents and be praised when they do so.

Resources

Please visit the federal government’s Stopbullying.gov website at https://www.stopbullying.gov/

Please visit the U.S. Department of Health and Human Services website at https://www.hhs.gov/

Please visit the Stopbullying.gov–Bullying Training Prevention Center web page at https://www.stopbullying.gov/prevention/training-center/index.html

Please visit the Eyes on Bullying website at http://eyesonbullying.org/

Please visit the Olweus Bullying Prevention Program website at http://www.violencepreventionworks.org

Please visit the PACER’s National Bullying Prevention Center website at http://www.pacer.org/bullying/

Please visit the Keenan School Safety Center and receive free training at https://www.keenan.com/bullying-prevention-2/

Please visit the National Alliance for Youth Sports and receive free training at http://www.nays.org/resources/more/free-bullying-prevention-training/

Chapter 2: What Is Cyberbullying and How Can We Address It?

Cyberbullying is bullying that takes place via electronic communications or digital devices such as cell phones, tablets, or computers. It is deliberate harassing, intimidating, shaming, or otherwise targeting another person via electronic devices. Cyberbullying is a serious act that has lasting consequences.

Cyberbullying commonly occurs on social media as: text messaging through devices; instant messaging through devices; email provider services; social media message features; diary sites; interactive games; online profiles; Apps; and more. With easy access and the prevalence of such media and digital forums, personal content can be viewed by strangers as well as acquaintances. Racism, intolerance, and fear can also play a role.

Cyberbullying has special aspects. It can be persistent, permanent, and/or hard to notice. When it is persistent, it can be difficult for students experiencing it to find relief. When the cyberbullying is posted online, it becomes publicly available and may lead to a negative online reputation impacting college admissions, employment, and other areas of life. Cyberbullying is harder to recognize since educators and parents may not overhear or see it taking place. Similar to acts of bullying, students may be reluctant to report cyberbullying due to humiliation or embarrassment.

Some types of online or electronic conduct are crimes. The underlying challenge to determining criminal acts is that cyberbullying...
can take many forms and can violate a number of disparate criminal statutes dependent on the underlying content. As examples, but not an exhaustive list, statutory violations can include:

Identity Theft, Penal Code section 530.5; here the harasser assumes the identity of the victims and creates a social media page or communication that appears to come from the victim. This is also a violation of Penal Code section 529, false personation. Unlawful recording, Penal Code section 632; here the harasser records the victim without their knowledge and posts the conversation.


Unfortunately, cyberbullying is not limited to a specified form of conduct. It’s only limit is that of the human imagination to cause harm and perpetrators are consistently adopting new technology and innovate techniques to accomplish their goals.

How Can Cyberbullying Be Prevented?

Administrators, trusted adults, and parents can advise students
To never share passwords, personal data, or private photos online.
To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
To consider how it would feel receiving such comments before making comments about others online.

What Can Be Done about Cyberbullying?

Targets should be encouraged to tell parents or a trusted adult. Targets should be encouraged to talk to someone at school such as a counselor, teacher, nurse, coach, or principal. Targets should be assured they do not have to deal with cyberbullying alone.
In order to secure evidence of cyberbullying for reporting purposes, targets should be encouraged to save all communications, including emails, posts, screenshots, and messages, and not to delete them.
Targets should be encouraged to report to social media sources any harassing comments, inappropriate photos or information, or fake profiles.
Social media has been a source of bullying and conflicts that can carry over into the school setting and contribute to an emotionally or physically unsafe environment. When this occurs, school administrators are obligated to take action.
School administrators need to provide assistance to students who are bullied online.
By encouraging students not to share, “like,” or participate in online bullying.
By encouraging students to report the incident(s) to a trusted adult.
By encouraging students to reach out to targets of bullying and respond with positive support.

Online behavior through social media channels has been a growing source of bullying and conflicts that carry over into the school setting, which can contribute to an environment that can be emotionally or even physically unsafe. When this occurs school administrators are obligated to take disciplinary action.

Resources

Please see the PACER CENTER’s Teens Against Bullying: Cyberbullying–What is Cyberbullying? web page at https://www.pacerteensagainstbullying.org/experiencing-bullying/cyber-bullying/


Please see the California Attorney General’s Cyberbullying web page at https://oag.ca.gov/cybersafety/children/cyberbullying

Please see the Connect Safely–Tips to Stop Cyberbullying web page at http://www.connectsafely.org/tips-to-help-stop-cyberbullying/

Please see the National Suicide Prevention Lifeline website at https://suicidepreventionlifeline.org/
Please visit the End to Cyberbullying Organization at http://www.endcyberbullying.org/5-different-types-of-cyberbullying/

Chapter 3: What Roles Do Students Play?

There are many roles a student can play when it comes to bullying. For example, they can be both a target of bullying and the instigator of bullying or they may witness bullying and even defend against bullying in some cases. This is important to note as studies have shown cases involving students who are both bullied and who bully others are often at a greater risk of having an unstable mental and physical state in their lifetime.

It is important to understand the difference between the roles of the target, the witness/bystander, and the perpetrator, and how a student can play different roles depending on the circumstances. Understanding these roles will help prevent bullying from occurring and help in reacting properly when it does occur.

Students Directly Involved in Bullying: A student is directly involved in bullying when they are the one who is bullying others or are the target of bullying. These students are often perceived as the only two individuals involved in the bullying situation.

Students Who Engage in Bullying Behavior: These are students engaging in bullying behavior toward their peers. There are many factors that contribute to this behavior, including: parenting styles, domestic violence in homes, siblings or peers who engage in bullying, tolerance in the community, and school climate, among many others. Often, these students require the support of educators to explain the consequences of bullying and to put an end to the inappropriate behavior. Adults should also address other challenges the student may be facing that are influencing their inappropriate behavior.

Students Who Are Bullied: These are students who are the target of bullying behavior. Some factors put students at greater risk of being bullied, such as low self-esteem, not being a member of a strong social group, being perceived as weak or different, and countless other factors. However, not all students with these characteristics are targets of bullying. Sometimes, these students may need a parent, teacher, school counselor, or coach to listen and focus on their needs, or they may need to be assured that bullying is not their fault and learn how to respond to being bullied.

. Students Indirectly Involved in Bullying (Bystanders): A student might not be directly involved in bullying but they can often be affected by observing the behavior. Through witnessing bullying, a student may experience an increased likelihood of distress, school absenteeism or truancy, and depression throughout their lifetime. Therefore, it is it is important for each student to learn what to do when they witness bullying or other forms of abuse. Roles students play when they witness bullying include:

Students Who Assist: These are students who may not initiate the bullying or instigate the action, but serve as an "assistant" to their peers who are bullying others. These students may cheer the bullying behavior to continue and occasionally join in.

Students Who Reinforce: These are students who are not directly involved in the bullying behavior but who give the student who bullies an audience by standing by and watching. Sometimes they will laugh or provide support for the individuals who are engaging in bullying.

As a result, this frequently encourages the inappropriate behavior to continue.

Outsiders: These are students who are bystanders to the bullying but do not support the bullying behavior or in any way protect the student being bullied. They often watch what is going on but do not provide feedback about the situation for fear of taking sides. Nonetheless, by being an outsider and providing an audience to the student who bullies, this frequently encourages the bullying behavior to continue. Outsiders often want to help the individual who is being bullied, but do not know how or are fearful of getting involved because they do not want to experience retaliation.

Students Who Defend: These are students who actively console the student being bullied and may come to the student’s defense either through verbal or physical means when bullying occurs. Administrators should inform students that they have an important and urgent responsibility to alert appropriate adults when they witness bullying. Every situation and student is different. It is important that all students learn the dangerous outcomes that bullying presents and how they can help prevent it from happening in their everyday life.

Try Not to Label Students: When referring to students involved in bullying, do not categorize students as “bullies” or “victims.” These
terms send the message that a student will be identified by these roles. As previously stated, students play multiple roles in different bullying situations over time. Peer pressure and school environment can also contribute to student behavior. Refer to those individuals involved as “the student who bullied,” “the student who was the target of bullying” or “the student who was both bullied and bullied others.”

Resources

Please visit the Stopbullying.gov–Bullying Prevention Training Center web page at https://www.stopbullying.gov/prevention/training-center/index.html
Please visit the PACER’s National Bullying Prevention Center web page at http://www.pacer.org/bullying/

Chapter 4: Where Does Bullying Occur?

Bullying can occur anywhere and at any time. It can happen before, during, or after school hours, and before, during, or after events, athletic practices, and games. While most reported bullying occurs in a school building, a significant percentage also occurs on the playground, on the bus, in bathrooms, at school-sponsored dances and events, and during athletic events. It can also occur while travelling to or from school, in the youth’s neighborhood, or on social media.

At School: Bullying occurs most often at school, whether it is on the playground, in the classroom, in the bathroom, in the cafeteria, or in hallways. Statistics show that every seven minutes a student is bullied on a playground and 43 percent of students fear harassment in the bathroom at school. Bullying can also occur on the way to school as students of different ages ride the school bus and are forced to be in close contact with one another. Also, many students struggle to be accepted by their peers at school and unfortunately, this setting provides an audience for bullying behavior to occur. School faculty members cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. In addition, during school hours students need to report any type of bullying to a faculty member. It is important to monitor known bullying situations, and pay close attention to any tension that carries over from school to outside venues.

During an Athletic Event: The student who bullies others may try to prove their power by targeting a perceived weaker student through one of the three forms of bullying. The student who bullies, unfortunately, will often gain the support of other students on the team who do not wish to be bullied or perceived as unpopular. Examples of what may instigate bullying include: difference in equipment and clothing, appearance, social skills, and even athletic ability during the activity.

At Home: This type of bullying often includes cyberbullying. In the past, a student could escape being bullied by other students by returning to the security of their home. Today with the range of electronic devices to which students have access, bullying can occur 24 hours a day, seven days a week with no safe haven, not even in one’s home. Social media, emails, cell phones, texting, and online profiles have given those students who bully a large audience to whom they express their negative and hurtful comments. It is alarming to note that 19 percent of students admit to saying something hurtful to or about others online. In recent years, this type of bullying has had serious impact, including depression and even suicides in children and young adults. Students should try to limit their exposure to students who bully and report to authorities when bullying does not cease.

Resources

Please visit the Stopbullying.gov–Facts About Bullying web page at https://www.stopbullying.gov/media/facts/index.html
Please visit the Keep Your Child Safe–Bullying Prevention Programs web page at http://www.keepyourchildsafe.org/bullying/where-bullying-occurs.html
Please visit the National Alliance for Youth Sports web page at http://www.nays.org/resources/more/free-bullying-prevention-training/

Chapter 5: How Do We Prevent Bullying?

Include and practice the following bullying prevention strategies to help prevent students from developing bullying behaviors:

Stop Bullying at a Young Age: Some students engage in aggressive behavior at an early age that may be a precursor to bullying. It is important to address and stop this behavior before it becomes an established pattern with the student.

Teach Prevention: Do not assume that only aggressive or vulnerable students are involved in bullying. Most students, regardless of
their demeanor, will experience bullying to some degree at some point during their childhood. All students can benefit from learning the difference between appropriate and inappropriate behaviors. They should also learn how to advocate for themselves and others, and when to go to an adult for help.

Take Bullying Seriously: Many dismiss bullying as “kids just being kids” or as it being a normal part of growing up, however, bullying needs to be taken seriously. If you notice warning signs that a student is bullying or is the target of bullying, you should discuss the matter with the student immediately. Students must know that bullying in any form will not be tolerated. Regardless if the student is the instigator of the bullying, or is the target of the bullying, it is the adult’s responsibility to address the issue with the student to ensure the behavior stops.

Encourage Compassion: Students should be aware that bullying is hurtful both emotionally and physically. When a student practices compassion and realizes the repercussions of one’s actions, they are more likely to come forward and help a student who is being bullied.

Model Desired Behavior: As a child matures, they learn how to behave by watching and imitating the adults in their lives. By adults demonstrating effective problem-solving, anger management, and self-confidence skills, youth are more likely to behave in a similar manner.

Clarify Media Violence: Students are exposed to many types of violence in video games, movies, and television every day, and without proper adult direction may think aggressive responses are acceptable in real life. Adults need to emphasize to students that this hateful and/or demeaning behavior is inappropriate and unacceptable in our society. If a student begins to act out in a violent or hurtful manner, you need to immediately intervene.

Demonstrate Desired Qualities: Helping students gain confidence is important. Use sample situations to help students learn and practice appropriate behavior. Students with the confidence to stand up to bullying will be less likely to be bullied and they will often come to the defense of others. Students develop confidence through developing techniques and strategies to respond in a non-aggressive way to bullying-type behaviors.

Talk About and Report Bullying: Students should not be afraid to report bullying to an administrator, a school faculty member, a coach, or any significant adult in their life. Students need to feel secure about reporting bullying and feel free from retaliation for reporting. Adults should listen carefully and provide support to students who come forward to report bullying or other similar issues.

Build Strong Relationships with Students: Students will be less likely to bully if they respect and trust the adults in their lives. They will also be more likely to confide in those adults.

Follow School Rules: Parents should be advised of school policies on the use of technology in and out of the classroom and help their children understand and comply with the rules.

Communicate and Implement Bullying Prevention Policies: Parents, students, and all school personnel should know and follow bullying prevention program policies. Policies should be included in Parent/Student Handbooks. California Department of Education recommends that these policies also be included in the Comprehensive School Safety Plan.

Be Aware of Protected Student Groups: All students are allowed to attend public school. It is an inclusive educational environment. Be prepared to educate students to accept all student peers regardless of sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, and religion.

Resources

Please visit the Stopbullying.gov–Bullying Training Prevention Center web page at https://www.stopbullying.gov/prevention/training-center/index.html
Please visit the Eyes on Bullying–Toolkit website at http://eyesonbullying.org/
Please visit the Olweus Bullying Prevention Program and Resources web page at http://www.violencepreventionworks.org/public/index.page
Please visit the PACER’s National Bullying Prevention Center web page at http://www.pacer.org/bullying/

Chapter 6: How Do We Respond to Bullying?

Intervene Immediately: Disregarding bullying will send the message that it is acceptable or even encouraged. By ignoring the
problem, or not taking it seriously, students who are being bullied may feel as though the adults in their lives do not understand or care for them. If they feel themselves dealing with a dangerous situation in the future, they are less likely to seek help. If there is no adult intervention, a student who witnesses an act of bullying also may not intervene. When adults see bullying occur, it is critical to intervene immediately.

Intervene Even If You Suspect: You may be unsure whether a situation involves bullying or not, but you should not hesitate to act if you sense a problem, even if you are unsure whether or not the situation involves bullying. You should be able to determine if bullying is occurring through observation of student behavior, body language, and facial expressions.

Respond Decisively: If you notice a student exhibiting bullying behavior, remain calm, talk with them privately, and express the seriousness of the situation you have witnessed. Explain why the behavior is unacceptable and point out that they would not like being the target of bullying behavior.

Do not Overreact: Using aggressive behavior or loud tones sends the wrong message to a student and it is not the proper way to solve the problem. Remain calm and in control of your emotions when dealing with bullying individuals. If you cannot remain calm, then move the discussion to the office of another adult who can remain calm, like a school counselor or school administrator.

Avoid Lecturing a Student: Do not lecture a student who bullies in front of their peers. You want to end the behavior, but not demean or shame the student. Discuss the situation with the student in private to resolve it.

Do not Ask the Student to “Work Things Out” for Themselves: For a student, bullying is a serious problem in their life and without help they are not likely to be able to resolve the matter on their own. In these situations they will often feel inferior to the other students involved and will need adult intervention to help resolve the issue.

Give Praise When it is Due: If you notice a student or another bystander helping a bullying victim or stopping unacceptable behavior, praise them for their actions. Far too often, witnesses stand by and do nothing when someone is being bullied.

Coach Students to Advocate for Themselves: Following are some helpful tips to empower students to appropriately respond to bullying:

Take a deep breath and exhale slowly.
Stand tall with their head held high.
Keep hands at their sides and stand slightly sideways to an aggressor. Do not face the aggressor with squared shoulders, as a front-facing stance may be perceived as posturing for a fight.
Have a relaxed and focused facial expression, not angry or laughing.
Maintain eye contact.

Speak with a calm voice but loud enough to be heard by the student who is bullying or those who are witnesses.
Use non-confrontational words but with a confident tone of voice.
Avoid name-calling or making threats.
Avoid finger-pointing or other threatening gestures.
Be brief and direct with your responses.
Avoid discussing old grudges.

What Students Should Be Told about Bullying

Bullying will not be tolerated or accepted.
Stand up for yourself, walk away, or ask a friend or adult for help if a student bothers you.
Do not fight back as this will usually make the situation worse and it rarely solves the problem.
Report bullying when you see it or hear about it.
Work together and treat others with respect so bullying does not happen.
Report any cyberbullying to a trusted adult immediately.

What To Tell Students if They Witness Bullying

Do not stand by and watch—your involvement makes a difference.
Stand up for those being bullied. Tell the person doing the bullying to stop by using phrases such as “Stop teasing!” “Do not fight!” “Leave them alone!” and “It is not funny!”
Do not laugh, participate, or watch the bullying occur as this encourages the behavior to continue. Help the student being bullied walk away. A student being bullied may be afraid to leave on their own. In addition, someone who bullies will often not harass multiple students. Encourage outsiders to help the student being bullied.

Tell others who are assisting or reinforcing the behavior to stop immediately and not to join in. Report or seek immediate help from a school staff member, coach, or trusted adult. After an incident, console the student being bullied by expressing your compassion for them and encourage them to talk with an adult; you might accompany them to speak with the adult to lend moral support. Report any cyberbullying of which you are aware; do not forward or like online messages that are acts of cyberbullying.

Resources

Please visit the Stopbullying.gov—Respond to Bullying: Stop Bullying on the Spot web page at https://www.stopbullying.gov/respond/on-the-spot/index.html
Please visit the Kids Health—Helping Kids Deal with Bullies web page at https://kidshealth.org/en/parents/bullies.html
Please visit the Olweus Bullying Prevention Program and Resources web page at http://www.violencepreventionworks.org/public/index.page
Please visit the PACER’s National Bullying Prevention Center web page at http://www.pacer.org/bullying/

Chapter 7: Bullying and Students with Disabilities

Every student deserves to thrive in a safe school and classroom free from fear, disrespect, violence, and bullying of all kinds. This includes students with disabilities, who are more likely to be bullied and cyberbullied than students without disabilities.

Top 10 Facts that Parents, Educators, and Students Should Know:

The definition—Bullying includes repeated hateful acts and a real or perceived imbalance of power. Bullying can be physical, verbal, or psychological/relational. Cyberbullying is a distinct type of bullying in which the victim is targeted online. It can also take the form of sexual harassment.

The Office for Civil Rights and the Department of Justice have stated that bullying may also be considered harassment when it is based on a student’s race, color, national origin, sex, disability, or religion. Harassing behaviors may include:

Unwelcome conduct such as verbal abuse, name calling, epithets, or slurs
Graphic or written statements
Threats
Physical assault
Other conduct that may be physically threatening, harmful, or humiliating

The statistics—Students with disabilities are more likely to be bullied than their nondisabled peers.

Although only 10 U.S. studies have been conducted on the connection between bullying and developmental disabilities, all of these studies found that children with disabilities were two to three times more likely to be bullied than their nondisabled peers. (Disabilities: Insights from Across Fields and Around the World; Marshall, Kendall, Baniks and Gover [Eds.], 2009)

The impact—Bullying affects a student’s ability to learn. When students are bullied, it can directly impact all aspects of their education and social-emotional development.

Bullying is not a harmless rite of childhood that everyone experiences. Research shows that bullying can negatively impact a child’s access to education and lead to:

School avoidance and higher rates of absenteeism
Decrease in grades
Inability to concentrate
Loss of interests in academic achievement
Increase in dropout rates

Deaf and hard-of-hearing youth are confronted with daunting challenges socially, academically, physiologically, and are highly prone to bullying. Due to language deprivation, they experience cognitive limitations and psycho-social difficulties and are unable to communicate with others without the use of sign language interpreters.

Resources

Please visit the U.S. Department of Education–Disability Bullying and Harassment web page at https://www2.ed.gov/about/offices/list/ocr/frontpage/pro-students/issues/dis-issue08.html
Please visit the California Department of Education Position Statement on Language Access web page at https://www.cde.ca.gov/sp/ss/dh/positionstmnt.asp
Please visit the PACER National Bullying Prevention Center–Bullying and Harassment of Students with Disabilities web page at http://www.pacer.org/bullying/resources/students-with-disabilities/
Please visit the American Society for Deaf Children web page at http://deafchildren.org/about/
Please visit the National Association of the Deaf web page at https://www.nad.org/about-us/
Please visit the Stopbullying.gov–Keeping Students with Disabilities Safe from Bullying web page at https://www.stopbullying.gov/blog/2013/08/23/keeping-students-disabilities-safe-bullying.html
Please visit the Stopbullying.gov–Keeping Students with Special Needs Safe from Bullying web page at https://www.stopbullying.gov/at-risk/groups/special-needs/index.html

Chapter 8: Bullying and Lesbian, Gay, Bisexual, Transgender, and Questioning Youth

Lesbian, gay, bisexual, transgender, and questioning youth (LGBTQ) and those youth perceived as LGBTQ are disproportionately harassed and bullied and continue to experience an increased risk of being bullied and cyberbullied. California also has two data sources that can further illuminate what LGBTQ face in California’s public school:

The California Healthy Kids Survey at https://www.cde.ca.gov/ls/he/re/

The Youth Risk Behavior Survey at https://www.cde.ca.gov/ls/he/re/

Additional data specifically related to LGBTQ youth can be found on the Chapman University web page at https://www.chapman.edu/education/research/health-and-safety.aspx

LGBTQ youth experience high rates of substance use, depression, self-harm behavior, and suicide. According to Mental Health America, gay teen in U.S. schools are often subjected to such intense bullying that they are unable to receive an adequate education. LGBTQ youth identify bullying problems as the second most important problem in their lives, after non-accepting families. They experience academic decline, higher absenteeism due to feeling unsafe, and often have nowhere to turn for support. Strategies to prevent and address bullying of LGBTQ youth require special consideration. It is essential to create a safe environment for all youth.

Creating a Safe Environment for Lesbian, Gay, Bisexual, Transgender, and Questioning Youth

It is important to build a safe environment for all youth, whether they are straight or LGBTQ. All youth can thrive when they feel supported. Parents, schools, and communities can all play a role in helping LGBTQ youth feel physically and emotionally safe:

Build strong connections and keep the lines of communication open. Some LGBTQ youth often feel rejected. It is important for them to know that their families, friends, schools, and communities support them.
Establish a safe environment at school. Schools can send a message that no one should be treated differently because they are, or are perceived to be, LGBTQ. Sexual orientation and gender identity protection can be added to school policies.
Create gay-straight alliances (GSAs). GSAs help create safer schools. Schools must allow these groups if they have other “non-curricular” clubs or groups. Protect privacy. Be careful not to disclose or discuss issues around being LGBTQ with parents or anyone else.

According to Mental Health America, the Following Actions Can Help:
Be alert to signs of distress.

Work with student councils to have programs on respect, school safety, and anti-bullying. Ask school personnel to have a discussion at an assembly or after-school activity about gay prejudice. Help start a Gay Lesbian Straight Educational Alliance chapter at your local high school. Encourage anyone who is being bullied to tell a teacher, counselor, coach, nurse, or parent or guardian. If the bullying continues, report it yourself.

Resources

Please visit the California Department of Education–Statewide and Natural Sexual Health Resources website at https://www.cde.ca.gov/l5/he/se/resources.asp
Please visit the California Department of Education–Legal Advisor regarding application of California’s antidiscrimination statutes to transgender youth in schools website at https://www.cde.ca.gov/re/di/eo/legaladvisory.asp
Please visit the GSA Network (Gay Straight Alliance Network) website at https://gsanetwork.org/ca
Please visit the GLSEN (Gay Lesbian Straight Educator Network) website at https://www.glsen.org/
Please visit the Health and Safety of LGBT Youth in California website at https://www.chapman.edu/education/research/health-and-safety.aspx
Please visit the Human Rights Campaign (HRC)–How to be an LGBTQ Ally website at https://www.hrc.org/blog/how-to-be-an-lgbt-ally
Please visit the Los Angeles LGBT Center–Out for Safe Schools website at https://lalgbtcenter.org/out-for-safe-schools
Please visit the Stopbullying.gov–LGBTQ Youth website at https://www.stopbullying.gov/at-risk/groups/lgbt/index.html
Please visit the Mental Health America–Bullying and LGBT Youth fact sheet at http://www.mentalhealthamerica.net/sites/default/files/BACK%20TO%20SCHOOL%202014%20-%20Bullying%20and%20LGBT%20Youth.pdf
Please visit the Mental Health America–Bullying and LGBT Youth website at http://http://www.mentalhealthamerica.net/bullying-and-gay-youth.mentalhealthamerica.net/bullying-and-gay-youth
Please see the Centers for Disease Control and Prevention website https://www.cdc.gov/lgbthealth/youth.htm
Please see U.S. Department of Education–to learn more about the right to form a GSA under the Equal Access Act https://www2.ed.gov/policy/elsec/guid/secletter/110607.html

(J) Procedures to Prepare for Active Shooters

CCCS Fire Drill Instructions

When alarm is heard:
1. Walk your class to the grass.
2. Be sure to carry your safety bag with you with an updated class list. Turn in either a red or green card to indicate all present or someone missing. Also, have a student hold up the large red or green card indicating student count.
3. Students must not talk during the entire drill. Students must walk briskly (our goal is to complete our drill in 5 minutes or less).
5. All doors must be closed behind the class after exiting.
6. You will be excused from the drill when all students are accounted for.

CCCS Earthquake Drill

An announcement will be made over the intercom/walkie talkie that this is an Earthquake Drill stating to “Drop, Cover, Hold”

Students should:
Drop to the floor and move under desks or tables
students will hold the legs of tables or desks stay away from windows, bricks, shelves, hanging light fixtures
Students are not to be talking at all
Staff will go to each class to check to ensure everyone is under desks, tables and are quiet
When you hear the “all clear” message over the loudspeaker, students can then resume activities.

**in a real earthquake, determine if the evacuation route is safe and evacuate the students and take emergency first aid kit.

If outside the buildings:
Do not enter buildings
Implement Drop and Cover until shaking stops
Be alert to dangers that may demand a move to a safer location.
Remain with students in the open, at least 50 feet away from potential falling objects until the earthquake is over and you are instructed by authorities to return to the buildings.
In any location:
Advise students not to touch exposed electrical wires
Avoid using matches and lighters until the area has been declared safe
TAKE ROLL to account for all students and staff. Report missing, extra, or injured individuals by calling into the office or call the principal or VP.
Administer First Aid as necessary
Inform students that they are to remain with you
If a student leaves, record the students name, destination and the time he/she leaves.
Be alert to aftershocks, gas leaks or power failures, fires or explosions. The risk of flooding is small, but could result from the failure of upstream dams
Be prepared for transportation disruptions, and/or the possibility of authorities establishing extended shelter operations
Resume normal operations after the “ALL CLEAR” to direct staff to return to normal routines

Threat Levels and Corresponding Emergency Action Drills
Over the intercom/walkie talkie you will hear “This is a LockDown Armed Intruder Drill” “This is a LockDown Drill” “This is an Evacuation Drill”

Armed Intruder (Staff should determine best defensive option below)
Option 1: Barricade
Immediately proceed to classroom or other securable building
Lock doors, Lights off, Curtains/windows closed
Fortify doors and windows with available furniture
Students on ground or hidden
Wait for instructions from admin/office
Option 2: Evacuate
Flee away from threat
Communicate via cell phone - *use phone tree
Option 3: Counter
Last resort, take all actions necessary to distract intruder and escape

Imminent Threat
Follow the directions of admin: Lockdown or Evacuate
When the LOCKDOWN Imminent Threat order is given, take the following actions:
Immediately proceed to classroom or other securable building
Lock doors, Lights off, Curtains/windows closed
Students on ground or hidden
Wait for instructions from admin/office
When the EVACUATE Imminent Threat order is given, take the following actions:
Immediately vacate the building using the Fire Drill Evacuation Map
Communicate via cell phone - *use phone tree

Precautionary
No immediate danger
Duration unknown
Keep doors locked
Keep windows/curtains closed
No unsupervised movement outside of buildings
Normal classroom activities may continue inside classroom

Phone Tree Protocols:
That is your contact person:
Email or text the following:
“all students present” if all of your students are with you
“missing ______” if you are missing students
“I have the following students with me: ______” (if you have students that have entered your class that are not on your roster)
If you are support staff and you have students with you, please email or text:
“_________ (student name, grade) is in (RSP, Speech, PE, music, OT, counseling)
“I have no students with me”
The office staff will take care of making sure all students are accounted for, searching for any missing students, and overall operative procedures.
We will lift the drill/threat command:
Once all students are accounted for
OR, once law enforcement clears the school of any dangerous situation

CCCS Chemical Spill

In case of a biological threat
(or if you detect a strange and suspicious substance)
Classroom Teachers:
Quickly get students away from the substance and away from air currents that may spread particles.
Protect yourself and students. Cover your mouth and nose with a filtration mask, or with layers of fabric that can filter the air but still allow breathing (e.g. 2-3 layers of cotton such as a t-shirt, handkerchief, towel, several layers of tissue of paper towels).
Wash exposed skin with soap and water. Use common sense practice good hygiene and cleanliness to avoid spreading germs.
NOTIFY ADMINISTRATION and seek emergency medical attention
IN CASE OF A CHEMICAL ATTACK:
Find clean air quickly
Determine what area is affected, and identify the source of the chemicals, if possible.
NOTIFY ADMINISTRATION and seek emergency medical attention/ ADMINISTER FIRST AID as necessary.
Take immediate action to get away from toxic chemicals
If the chemical is inside a building where you are, EVACUATE the building without passing through the contaminated area, if possible. If you can’t evacuate the building or find clean air without passing through the area where you see signs of a chemical attack, it may be better to move as far away as possible and SHELTER IN PLACE.
If you are outside, quickly decide what the fastest way to find clean air is getting out of the affected area or going inside the closest building to SHELTER IN PLACE
IF YOU THINK YOU OR YOUR STUDENTS HAVE BEEN EXPOSED TO A CHEMICAL
Note: if your eyes are watering, your skin is stinging, and you are having trouble breathing, you may have been exposed to a chemical. People exposed should immediately strip off their clothes and wash. Look for a hose, fountain, or any source of water and wash with soap if possible, be sure you do NOT scrub the chemical into your skin. Site Administration.

School Panic Buttons

In the event of an intruder on campus or some emergency, place two fingers on the panic buttons (located near each classroom door). First responders will be on campus immediately (SWAT, police, fire dept.).
Procedures for Preventing Acts of Bullying and Cyber-bullying

The policy of the Board of Trustees of Children’s Community Charter School is to provide students and staff with a school environment free from harassment, intimidation and bullying. CCCS will not tolerate harassment, intimidation or bullying in any form at school, school-related events, including off-campus events, school-sponsored activities, school buses or any event related to school business. In order to prevent acts of bullying and cyber-bullying, CCCS has implemented a research based school wide system (PBIS). A strong Tier 1 foundation of explicit instruction in expected behavior is the cornerstone of a positive school culture. In the event a student needs intervention, we have a Tier 2 and Tier 3 system to respond to need.
Safety Plan Review, Evaluation and Amendment Procedures
## Emergency Contact Numbers

### Utilities, Responders and Communication Resources

<table>
<thead>
<tr>
<th>Type</th>
<th>Vendor</th>
<th>Number</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td>Law Enforcement/Fire/Paramedic</td>
<td>Paradise Police</td>
<td>911</td>
<td>Daytime/Business Calls- 530-872-6241</td>
</tr>
<tr>
<td>Law Enforcement/Fire/Paramedic</td>
<td>Butte County Sheriff</td>
<td>911</td>
<td>Daytime/Business Calls- 530-538-7321</td>
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<tr>
<td>Law Enforcement/Fire/Paramedic</td>
<td>Paradise Fire Department</td>
<td>911</td>
<td>Daytime/Business Calls- 530-872-6244</td>
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<tr>
<td>Local Hospitals</td>
<td>Enloe Hospital - Chico</td>
<td>530-332-7300</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>Child Protective Service</td>
<td>1-800-400-0902</td>
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### Safety Plan Review, Evaluation and Amendment Procedures

<table>
<thead>
<tr>
<th>Activity Description</th>
<th>Date and Time</th>
<th>Attached Document</th>
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</thead>
<tbody>
<tr>
<td>Charter Advisory Meeting to review and approve Comprehensive Safety Plan</td>
<td>2/8/2022 @ 3:00</td>
<td></td>
</tr>
<tr>
<td>School Board Meeting to review and approve Comprehensive Safety Plan</td>
<td>2/10/2022 @ 6:00</td>
<td></td>
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</tbody>
</table>
Incident Command Team Responsibilities

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

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

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

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

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

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

Step One: Identify the Type of Emergency
Severe Weather:

General
The State of California is vulnerable to a variety of severe weather hazards. This incident annex addresses the hazards associated with severe weather.

Hazard Analysis

Severe Thunderstorms
The National Weather Service (NWS) defines a severe thunderstorm as any storm that produces one or more of the following: a tornado, damaging wind speeds of 58 mph (50 knots) or greater, and/or hail 1 inch in diameter or larger.

Hail
Hail is considered severe when it reaches 1 inch in diameter. Hail can reach sizes much larger than the severe threshold size. Hail causes close to $1 billion in damage to property and crops each year in the U.S. While property is typically at greatest risk for hail damage, the National Oceanic and Atmospheric Administration (NOAA) estimate that 24 people are injured from hail each year.

Incident condition
When severe weather occurs, the impacts can be devastating and may affect isolated locations or multiple jurisdictions simultaneously. When the impacts exceed the capabilities of local jurisdictions, the State must respond in a timely, organized, and efficient manner in order to save lives, mitigate property damage, and restore a sense of normalcy to the community. This response is coordinated through the Governor’s Office of Emergency Services (OES) in concert with local, state, Federal, volunteer, and private sector partners.

Planning Facts and Assumptions
? Severe weather-related hazards can occur at any time throughout the year
? Local jurisdictions adversely affected by severe weather may declare local State of Emergency upon being impacted
? Local jurisdictions adversely affected by severe weather may utilize mutual aid agreements as part of their response to the disaster
? Local jurisdictions affected by severe weather may request resources from the State as the situation evolves
? The Governor may declare a State of Emergency for severely affected areas to enable State resources to rapidly assist affected jurisdictions as needed

Step Two: Identify the Level of Emergency
Air Polution:

POLLUTION
The Air Quality Index (AQI) was issued in 1999 by the U.S. EPA for daily air quality report to the public. The following levels of pollution have been established by the Air Pollution Control District. Each school will be informed by the Regional or County Superintendent to abide by each standard:
AQI Index Values
Health Categories
Cautionary Statements for 8-Hour Ozone
0 to 50
Good Green Flag
None
51 to 100
Moderate Yellow Flag
Unusually sensitive people should consider limiting prolonged outdoor exertion.
101 to 150
Unhealthy for Sensitive Groups Orange Flag
Active children and adults, people with respiratory disease, such as asthma, should limit prolonged outdoor exertion.

151 to 200
Unhealthy Red Flag
Active children and adults, and people with respiratory disease, such as asthma, should avoid prolonged outdoor exertion; everyone else, especially children, should limit prolonged outdoor exertion.

201 to 300
Very Unhealthy Red Flag
Active children and adults, and people with respiratory disease, such as asthma, should avoid all outdoor exertion; everyone else especially children, should limit outdoor exertion

301 to 500
Hazardous Red Flag
Everyone should avoid all outdoor exertion.

Step Three: Determine the Immediate Response Action

Step Four: Communicate the Appropriate Response Action
Types of Emergencies & Specific Procedures

Aircraft Crash

Animal Disturbance

Armed Assault on Campus

Armed Intruder (Staff should determine best defensive option below)

Option 1: Barricade
- Immediately proceed to classroom or other securable building
- Lock doors, Lights off, Curtains/windows closed
- Fortify doors and windows with available furniture
- Students on ground or hidden
- Wait for instructions from admin/office

Option 2: Evacuate
- Flee away from threat
- Communicate via cell phone - *use phone tree

Option 3: Counter
- Last resort, take all actions necessary to distract intruder and escape

Imminent Threat

Follow the directions of admin: Lockdown or Evacuate

When the LOCKDOWN Imminent Threat order is given, take the following actions:
- Immediately proceed to classroom or other securable building
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When the EVACUATE Imminent Threat order is given, take the following actions:
- Immediately vacate the building using the Fire Drill Evacuation Map
- Communicate via cell phone - *use phone tree

Precautionary
- No immediate danger
- Duration unknown
- Keep doors locked
- Keep windows/curtains closed
- No unsupervised movement outside of buildings
- Normal classroom activities may continue inside classroom
Phone Tree Protocols:
That is your contact person:
Email or text the following:
a. “all students present” if all of your students are with you
b. “missing ______” if you are missing students
c. “I have the following students with me: ______” (if you have students that have entered your class that are not on your roster)

2. If you are support staff and you have students with you, please email or text:
a. “__________ (student name, grade) is in (RSP, Speech, PE, music, OT, counseling)
b. “I have no students with me”

3. The office staff will take care of making sure all students are accounted for, searching for any missing students, and overall operative procedures.

4. We will lift the drill/threat command:
a. Once all students are accounted for
b. OR, once law enforcement clears the school of any dangerous situation

Biological or Chemical Release

CCCS Chemical Spill

In case of a biological threat
(or if you detect a strange and suspicious substance)

Classroom Teachers:
- Quickly get students away from the substance and away from air currents that may spread particles.
- Protect yourself and students. Cover your mouth and nose with a filtration mas, or with layers of fabric that can filter the air but still allow breathing (e.g. 2-3 layers of cotton such as a t-shirt, handkerchief, towel, several layers of tissue of paper towels).
- Wash exposed skin with soap and water. Use common sense practice good hygiene and cleanliness to avoid spreading germs.
- NOTIFY ADMINISTRATION and seek emergency medical attention

IN CASE OF A CHEMICAL ATTACK:
- Find clean air quickly
- Determine what area is affected, and identify the source of the chemicals, if possible.
- NOTIFY ADMINISTRATION and seek emergency medical attention/ ADMINISTER FIRST AID as necessary.
- Take immediate action to get away from toxic chemicals
- If the chemical is inside a building where you are, EVACUATE the building without passing through the contaminated area, if possible. If you can’t evacuate the building or find clean air without passing through the area where you see signs of a chemical attack, it may be better to move as far away as possible and SHELTER IN PLACE.
- If you are outside, quickly decide what the fastest way to find clean air is getting out of the affected area or going inside the closest building to SHELTER IN PLACE
- IF YOU THINK YOU OR YOUR STUDENTS HAVE BEEN EXPOSED TO A CHEMICAL
- Note: if your eyes are watering, your skin is stinging, and you are having trouble breathing, you may have been exposed to a chemical. People exposed should immediately strip off their clothes and wash. Look for a hose, fountain, or any source of water and wash with soap if possible, be sure you do NOT scrub the chemical into your skin. Site Administration.

Bomb Threat/ Threat Of violence

Bus Disaster
Disorderly Conduct

Earthquake
CCCS Earthquake Drill

An announcement will be made over the intercom/walkie talkie that this is an Earthquake Drill stating to “Drop, Cover, Hold”

Students should:

- Drop to the floor and move under desks or tables
- Students will hold the legs of tables or desks stay away from windows, bricks, shelves, hanging light fixtures
- Students are not to be talking at all
- Staff will go to each class to check to ensure everyone is under desks, tables and are quiet
- When you hear the “all clear” message over the loudspeaker, students can then resume activities.

**In a real earthquake, determine if the evacuation route is safe and evacuate the students and take emergency first aid kit.

If outside the buildings:
- Do not enter buildings
- Implement Drop and Cover until shaking stops
- Be alert to dangers that may demand a move to a safer location.
- Remain with students in the open, at least 50 feet away from potential falling objects until the earthquake is over and you are instructed by authorities to return to the buildings.

In any location:
- Advise students not to touch exposed electrical wires
- Avoid using matches and lighters until the area has been declared safe
- TAKE ROLL to account for all students and staff. Report missing, extra, or injured individuals by calling into the office or call the principal or VP.
- Administer First Aid as necessary
- Inform students that they are to remain with you
- If a student leaves, record the students name, destination and the time he/she leaves.
- Be alert to aftershocks, gas leaks or power failures, fires or explosions. The risk of flooding is small, but could result from the failure of upstream dams
- Be prepared for transportation disruptions, and/or the possibility of authorities establishing extended shelter operations
- Resume normal operations after the “ALL CLEAR” to direct staff to return to normal routines

Threat Levels and Corresponding Emergency Action Drills

Over the intercom/walkie talkie you will hear “This is a LockDown Armed Intruder Drill” “This is a LockDown Drill” “This is an Evacuation Drill”

Explosion or Risk Of Explosion

Fire in Surrounding Area
Fire – On or Off-Campus (Wildfire)

General
Fires can happen in almost any place, at any time, in almost any condition or circumstance as long as there is fuel, oxygen, and heat. While schools are required to have regularly scheduled fire drills by California law (depending on grade level) it is easy to overlook the risks associated with poor housekeeping, excessive and dried wildland shrubs and trees close to the school and many other factors. The damage caused by fire is real and serious, but the potential hazard of smoke can sometimes be even worse.

Fire in Surrounding Area

The following procedure addresses actions that should be taken in the event that a fire is discovered in an area nearby campus grounds. The initiated response actions should take into consideration the location and size of the fire, its proximity to the school, and the likelihood that the fire may affect the school.

Procedure

* Any responsible person who observes a fire in the area outside of school should immediately call 911 and notify the site administrator
* The school site administrator will initiate the appropriate Immediate Response Actions, which may include Shelter-in-Place, On-Campus Evacuation, or Off-Campus Evacuation
* The School Administrator will call 911 (to verify – good redundancy) and provide the location and nature of the incident
* The School Administrator will act to prevent students from approaching the fire and keep routes open for emergency vehicles
* The School Administrator will work with responding emergency personnel to determine if school grounds are threatened by the fire, smoke, or other hazardous conditions
* If the School Administrator issues the On-Campus Evacuation procedure, staff and students will evacuate the affected building(s) using pre-designated routes or other safe routes and convene at the Assembly Area
* All school staff members must bring their student rosters and take attendance at the Assembly Area to account for all students. Staff will notify the School Administrator of any missing students
* The School Administrator should monitor local radio stations for emergency information.
* The Superintendent should work with the Office of Public Outreach and Communication to disseminate information
* The School Administrator will initiate Off-Campus Evacuation procedures
* In the event that students need to be released from the school site, the staff will follow the correct chain of command and only release students to documented guardians

Fire on School Grounds

The following procedure addresses the necessary actions that should be taken in the event that a fire is discovered on school grounds. A timely response to this situation is critical to prevent injuries and further property damage.

Procedure

* If a fire is discovered on campus, school staff will immediately signal the fire alarm and direct students out of the building.
* The School Administrator will call 911 and provide the location and nature of the incident
* The School Administrator will immediately initiate the Off-Campus Evacuation Procedures* Staff and students will evacuate buildings using pre-designated routes or other safe routes and convene at the Assembly Area
* School staff members must bring their student rosters and take attendance at the Assembly Area to account for all students
* Staff will notify the School Administrator of any missing students
* If safe to do so, staff will use fire extinguishers to suppress the fire until the local fire department arrives
* All fires, regardless of size, which are extinguished by school personnel, require a call to Paradise Fire Department to indicate “the fire is out”
* The Emergency Planning Coordinator will secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles
* The Superintendent should work with the Office of Public Outreach and Communication to disseminate information
Any affected areas will not be reopened until Paradise Fire Department or the appropriate agency provides clearance and the School Administrator issues authorization to do so. For fires during non-school hours, the Superintendent will determine if the school will open the following day.

Flooding
Flood

General

Flooding is a natural feature of the climate, topography, and hydrology, of Paradise and its surrounding areas. Flooding predominates throughout the winter and early spring due to melting snow, breakaway ice, and rainy weather. Flooding could threaten the safety of children and staff whenever storm water or other sources of water threaten to inundate the grounds or building. Flooding may occur if a water pipe breaks or prolonged rainfall causes urban streams to rise. Flooding may also occur as a result of damage to water distribution systems such as failure of a dam or levee.

Core Functions

The City of Paradise Office of Emergency Management, the National Weather Service, and other Federal cooperative agencies have an extensive river and weather monitoring system and provide flood watch and warning information to the center community via radio, television, Internet, and telephone. In the event of a flood, the Incident Commander, or director, will activate the EOP and implement the Incident Command System. The community’s siren acts as a warning system to notify staff and children in case of imminent or confirmed flooding, including that due to dam failure. If there is a loss of power, a compressed air horn or megaphone and two-way radios will serve as backup alerting/communication devices.

Operational Functions/Procedures That May Be Activated

Operational functions or procedures that may be activated in the event of a flood include the following:

- Evacuation
- Reverse Evacuation
- Relocation
- Parent-Child Reunification
- Access and Functional Needs Population
- Continuity of Operations (COOP)
- Psychological Healing
- Mass Care

Loss or Failure Of Utilities

Motor Vehicle Crash

Pandemic
During a pandemic, CCCS will follow the Center for Disease Control (CDC), The California Department of Public Health (CDPH), the Butte County Public Health Department (BCPH), and the State of California.

Psychological Trauma

Suspected Contamination of Food or Water
Tactical Responses to Criminal Incidents

Unlawful Demonstration or Walkout
Emergency Evacuation Map
Evacuation Map