



COMPREHENSIVE SCHOOL SAFETY PLAN

Reported in the
25/26 SCHOOL YEAR

This document is to be maintained for public inspection during business hours and on the [school's website](#).



Authorizer

Buckeye Union School District

Board Members

Board Member 1: Lois Stowe
Board Member 2: Stephanie Porter
Board Member 3: Kelley Laliberte
Board Member 4: Jennifer McQueen
Board Member 5: Marcie Conde

Executive Director

Jenell Sherman
Executive Director
4818 Golden Foothill Pkwy. #9
El Dorado Hills, CA 95762
916-957-5802

Table of Contents

INTRODUCTION, AIMS AND COVERAGE	3
CLARKSVILLE CHARTER SCHOOL DESCRIPTION AND PROFILE	7
GENERAL INFORMATION	10
DISASTER PROCEDURES, ROUTINE AND EMERGENCY - GENERAL INFORMATION	27
SAFETY AT THE RESOURCE CENTER	30
REPORTING THREATS OR PERCEIVED THREATS	35
EMERGENCY RESPONSE PROCEDURES: CIVIL AND NATURAL	36
SAFE AND EQUITABLE ENVIRONMENT	49
SCHOOL DISCIPLINE	50
INJURY EMERGENCY DURING FIELD TRIP AND CIVIL AND NATURAL DISASTERS	52
MENTAL HEALTH GUIDELINES	53
SUICIDE PREVENTION, INTERVENTION AND POSTVENTION PROTOCOL	54
SAFE ACT NOTIFICATION PROCEDURES	
Appendices:	
Appendix A: Child Abuse Policy and Suspected Child Abuse Reporting Form	58
Appendix B: Media Guidelines and Sample Press Release	66
Appendix C: Resource Center Evacuation Plan	68
Appendix D: Non-Discrimination Notice and Non-Discrimination/Harassment Policy	69
Appendix E: Title IX Sexual Harassment Policy and Grievance Procedures	80
Appendix F: Suspension and Expulsion Policy	94
Appendix G: Suicide Prevention Policy	119
Appendix H: School Incident Report Form	132
Appendix I: California Safe Schools Assessment – School Crime Reporting Form	135
Appendix J: Maintaining Appropriate Adult-Student Interactions Policy	140
Appendix K: Immigration Enforcement Policy and Responding to the Detention or Deportation of a Student's Parent/Guardian	146

INTRODUCTION: OBJECTIVES, AIMS, AND COVERAGE

Objectives: The primary aim of this School Emergency Plan is to establish a comprehensive framework encompassing policies, procedures, guidelines, and organizational structures. This framework empowers Clarksville Charter School” or “School”, and its community partners to effectively prevent, prepare for, respond to, and recover from various emergencies and disasters involving the school system.

This plan deliberately avoids delving into highly specific responses necessitated by the vast array of potential crises. Instead, it outlines a broad framework for response, guiding more tailored steps to be determined at the time of an incident by the School Emergency Team and emergency responders.

Aims: The overarching goal of this plan is to prioritize the safety of all individuals within the School community. It further aims to safeguard the school's well-being and ensure the continuity of education through a swift, coordinated, and effective response to emergencies and disasters, facilitating a prompt recovery.

Coverage and Usage: This plan serves to inform parents, guardians, caregivers, and community leaders about the school's planned actions in response to emergencies, thereby aiding in the preparation of families and local officials before an emergency occurs. In addition to this plan, educational partners should refer to the Charter School Parent and Student Handbook and the SGCA Employee Handbook.

After the first evaluation or review is conducted, and after each annual evaluation or review, a school employee, a student's parent/guardian or educational rights holder, or a student may bring concerns about an individual student's ability to access disaster safety procedures described in the comprehensive school safety plan to the Executive Director or designee. (Education Code 32282)

If the Executive Director or designee determines there is merit to a concern, the Executive Director or designee shall direct the Governance Team to make appropriate modifications to the Comprehensive School Safety Plan during the evaluation of the CSSP. The Executive Director or designee may direct the Governance Team to make such modifications before the evaluation, as appropriate. (Education Code 32282)

When an Executive Director or designee verifies through local law enforcement officials that a report has been filed of the occurrence of a violent crime at the Resource Center, they may send to each pupil's parent or legal guardian and each school employee a written notice of the occurrence and general nature of the crime. If the Executive Director or designee chooses to send the written notice, the Legislature encourages the notice be sent no later than the end of business on the second regular workday after the verification. If, at the time of verification, local law enforcement officials determine that notification of the violent crime would hinder an ongoing investigation, the notification authorized by this subdivision shall be made within a reasonable period of time, to be determined by the local law enforcement agency and the school district. For purposes of this section, an act considered a “violent crime” shall meet the definition of Section 67381 and be an act for which a pupil could or would be expelled pursuant to Section 48915.

The appendices accompanying this plan offer supplementary information, enhancing the overall content and aiding in the implementation of the foundational plan.

Legislative Requirements

The School shall maintain and annually update a Comprehensive School Safety Plan (“Safety Plan”) in accordance with applicable provisions of the California Education Code. The Safety Plan shall be aligned with the operational structure of the charter school and shall address the safety needs of all students and staff. The following components shall be included in the Safety Plan:

A. Child Abuse Reporting Procedures

Procedures shall be established to ensure compliance with the mandated reporter requirements set forth in Penal Code §11164 et seq., including reporting timelines, staff responsibilities, and training obligations.

B. Disaster Procedures, Routine and Emergency

The Safety Plan shall include protocols for disaster preparedness and emergency response, including adaptations to address the needs of students with disabilities as required under the ADA, IDEA, and Section 504.

B(I). Earthquake Emergency Procedures

The Plan shall include an Earthquake Emergency Procedure System consistent with Education Code §32282(a)(2)(B)(i)(I), including but not limited to:

- A Disaster Plan outlining responsibilities, communication procedures, and coordination with emergency personnel.
- Drop Procedure to be practiced as outlined in state law.
- Protective Measures for Earthquakes, including securing hazards and ensuring safe exit routes.
- Earthquake Emergency Procedure Training

C. Adaptations for Students With Disabilities

Pursuant to Education Code §32282.1(c)(5)(A)(i), the Plan shall identify the specific emergency adaptations and supports required for students with disabilities, including evacuation assistance and accessible communication methods.

D. Review Process Related to Disabilities

In compliance with Education Code §32282.1(c)(5)(A)(ii)–(iii), the Plan shall include an annual review process to ensure emergency procedures remain appropriate for students with disabilities and are aligned with individualized education programs (IEPs) and Section 504 plans.

E. Discipline and Expulsion Procedures

The Plan shall incorporate the School’s discipline and expulsion procedures consistent with Education Code §§48900 et seq. and 48915, as applicable to charter schools.

F. Notice Regarding Dangerous Pupils

The School shall implement procedures consistent with Education Code §49079 for providing teacher notification when a student has engaged in certain dangerous or violent conduct.

G. Discrimination and Harassment Policies

The Plan shall include the School's policies and procedures prohibiting discrimination, harassment, intimidation, and bullying pursuant to Education Code §200 et seq.

H. Dress Code and Gang-Related Apparel

In accordance with Education Code §§35183 and 48950, the Plan shall include guidelines regarding student dress and the prohibition of gang-related apparel, as defined by the School.

I. Procedures for Safe Ingress and Egress

Procedures shall be outlined to ensure the safe ingress and egress of students, parents/guardians, and staff to and from school grounds, as required by Education Code §32282(a)(2)(G).

J. Safe and Orderly Environment

The Plan shall identify strategies to maintain a safe and orderly school environment conducive to learning, consistent with Education Code §32282(a)(2)(H).

K. School Discipline Rules and Procedures

Consistent with Education Code §§35291, 35291.5, 47605, and 47605.6, the Plan shall reference the School's discipline rules and procedures, including student expectations, behavioral interventions, and due process protections.

L. Tactical Responses to Criminal Incidents

The Plan shall address tactical responses to criminal incidents in accordance with Education Code §32282(a)(2)(J), and shall ensure that such procedures do not include the use of firearms by school staff.

M. Active Shooter Drill Requirements

Education Code §32282(a)(2)(K) outlines requirements for conducting active shooter drills, including age-appropriate practices, trauma-informed approaches, and parental notification. While we acknowledge this requirement, it does not apply to Clarskville Charter School because we do not operate a traditional school site where students are present for daily instruction. Our Resource Center is used for support services only and does not function as an instructional campus; therefore, active shooter drills are not required for this location.

N. Response to Dangerous, Violent, or Unlawful Activity

Pursuant to Education Code §32282(a)(2)(L), the Plan shall outline procedures for responding to and reporting dangerous, violent, or unlawful activities on or near school grounds.

O. Sudden Cardiac Arrest Response Procedures

The Plan shall include the School’s protocol for recognizing and responding to Sudden Cardiac Arrest (SCA), consistent with Education Code §32282(a)(2)(M). Although the School operates a resource center rather than a traditional comprehensive school site, staff and students are present on campus for instructional activities, assessments, and support services; therefore, emergency medical procedures are required in all environments where medical emergencies may occur.

This requirement is procedural and applies to any school setting where:

- Staff interact with students;
- Medical emergencies may arise; and
- Emergency responders may require immediate support and information.

Accordingly, the School’s SCA response procedures shall include:

1. Recognition Procedures

Training for staff on recognizing the signs and symptoms of sudden cardiac arrest and taking immediate action.

2. Emergency Response Protocol

Procedures for contacting emergency medical services (EMS), initiating CPR when appropriate, and providing essential information to responders.

3. AED Guidance

An AED is not maintained at the resource center, the Plan will *specify how staff will respond to SCA incidents while awaiting EMS.*

4. Communication Procedures

A system for internal emergency communication, incident documentation, and parent/guardian notification.

These procedures reflect expectations of authorizers and emergency response authorities and support the School’s responsibility to maintain a safe environment for all students and staff.

P. Immigration Enforcement Notification Procedures

In accordance with Education Code §32282(a)(2)(N), the Plan shall describe procedures for responding to and documenting any requests by immigration authorities, including required notifications to parents/guardians.

Q. Opioid Overdose Response Protocol

The Safety Plan shall incorporate procedures and employee training related to opioid overdose prevention and response, in compliance with Education Code §32282(a)(2)(O). The Comprehensive School Safety Plan will be reviewed and updated by March 1st 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.

CLARKSVILLE CHARTER SCHOOL DESCRIPTION AND PROFILE

About our School: Clarksville Charter School began operations in the fall of the 2017-18 academic year. It holds accreditation from the Western Association of Schools and Colleges (WASC) and operates as a non-classroom-based public charter school under the authorization of the Buckeye Union School District in El Dorado County. Our school provides education to students in El Dorado, Amador, Alpine, Sacramento, and Placer counties, spanning transitional kindergarten through 12th grade. School provides flexible, personalized learning experiences through a diverse range of unique and dynamic programs. School values and actively supports parental choice and personalized learning for all students.

Home School Teachers (HSTs) are credentialed California educators who collaborate with families to foster, guide, and enhance students' educational needs. Emphasizing collaboration with academic achievement and holistic child development through personalized learning is central to our approach.

At Clarksville Charter School, we have established Schoolwide Learner Outcomes (SLOs) as goals for our students. These outcomes are integral to our school culture, reflecting our vision, College and Career Readiness standards, and a commitment to educating the whole child.

Schoolwide Learner Outcomes



Clarksville students are...

	<i>Navigators of the Digital World</i> Proficient in the use of technology, media, and online resources
	<i>Self-Directed and Motivated</i> Able to set attainable goals to achieve academic success
	<i>Personalized Learners</i> Thriving in the education style that best fits their individual needs
	<i>Independent Critical-Thinkers</i> Able to problem-solve, take ownership, and apply their knowledge
	<i>Responsible Citizens</i> Actively seeking knowledge of local and global issues
	<i>Effective Communicators</i> Articulating their thinking with confidence

School has continued to increase offerings in the Junior High Virtual Academy (JHVA) and High School

Virtual Academy (HSVA). JHVA and HSVA are offerings that are dedicated to providing direct instruction as additional support for students. Both programs provide live online instruction with standards-aligned courses facilitated by credentialed teachers.

School teachers collaborate with parents/guardians to develop learning plans for students. During each learning period, the teacher collaborates to review lessons to be completed within a specified timeframe. Students have access to comprehensive online curricula aligned with educational standards. Benchmark diagnostic assessments, administered in fall, winter, and spring for grades TK-12, offer crucial proficiency data across various subjects. This data, coupled with learning styles, informs the development of individualized learning paths, enabling students to target specific objectives and standards. Regular assessment determines mastery levels, and personalized learning plans expedite student progress.

Teachers deliver instruction and support in person or online through web-conferencing platforms. This flexibility allows for collaboration and instruction using video, voice, text, and shared writing space. With 24-hour access to all curricula, learning can occur at various locations, including libraries and students' residences, according to individual preferences. Learning can occur at various locations, including libraries and students' residences, according to individual preferences.

School has implemented an online direct instruction platform, offering multi-week intervention courses in mathematics and language arts. Additional programs focus on instilling critical thinking skills essential for success in college and career pathways. Our tiered support system is robust, catering to diverse learning styles. School consistently adapts programs to meet the evolving needs of the student population. The leadership and staff eagerly anticipate continued collaboration with our educational partners, providing a compelling option for students seeking an independent study/homeschool program.

Our Mission:

The mission of Clarksville Charter School is to develop the individual gifts of students in El Dorado County and adjacent counties to become proficient in Common Core State Standards and become critical thinkers, responsible citizens, and innovative leaders prepared for academic and real-life achievement in the 21st Century. The mission will be accomplished in a personalized learning environment that fosters successful achievement through quality, personalized, standards-based education. In collaboration with highly qualified credentialed teachers, students engage in diverse and dynamic learning pathways and unparalleled enrichment opportunities to achieve personal and academic success, which could include online coursework, offline textbook work, and unique hands-on and experiential learning experiences facilitated in partnership with students, parents, staff, and the community.

Emergency and Disaster Preparedness Plan

In collaboration with Sequoia Grove Charter Alliance, staff and students must be prepared to respond immediately and responsibly to any combination of events which threaten to result in a disaster as well as to a disaster when it occurs. The Charter School also provides the Annual Notice to families at the beginning of the school year or at time of enrollment which includes topics such as safe fire arms storage, synthetic drug information and mental health information.

The Executive Director or designee shall maintain a disaster preparedness plan which shall make

provisions for handling all foreseeable emergencies and disasters, and which shall also be adaptable for unforeseeable disasters. The plan shall be reviewed and updated periodically. The Executive Director or designee will have a copy of the disaster preparedness plan at the resource center. The plan shall be provided to all employees who shall be responsible for studying the plan and being prepared to operate effectively within its framework.

The disaster preparedness plan shall be available to staff, students and the public in the Resource Center. Individual building disaster plans shall be available for public inspection at the office. The Executive Director or designee shall make certain that all students and staff are familiar with the plan. Any public agency that needs to use school buildings, grounds, and equipment for mass care and welfare shelters during an emergency will contact the Executive Director or designee. The Executive Director or designee will work with appropriate staff to ensure that whatever school facility that is in need during an emergency are given. Specific procedures will be determined depending on emergency needs. The Executive Director or designee shall have the Governance Team review the disaster preparedness plan and recommend changes and/or improvements.

Duties of School Personnel during an Emergency

All staff members are to be thoroughly familiar with the contents of the Safety Plan and the procedures to follow in an emergency. Each staff member will report to the Executive Director or designee any activity or situation that is perceived as a threat to the safety and well-being of students and staff.

2024-25 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2460	2441	27	1.1
Female	1202	1192	13	1.1
Male	1254	1245	14	1.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	12	--	--	--
Asian	27	27	0	0.0
Black or African American	20	20	1	5.0
Filipino	17	17	0	0.0
Hispanic or Latino	375	372	6	1.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	200	200	6	3.0
White	1705	1692	13	0.8
English Learners	48	48	1	2.1
Foster Youth	--	--	--	--
Homeless	20	20	0	0.0
Socioeconomically Disadvantaged	908	903	17	1.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	248	247	8	3.2

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Facility Conditions and Planned Improvements

Clarksville Charter School is an independent study non-classroom-based charter school and therefore does not maintain traditional school district site facilities. Clarksville Charter School operates a resource center within the authorizing district's boundaries in El Dorado Hills, California. The Resource Center is a lease only facility and the underlying rental agreements require the lessors to maintain the facilities in proper condition for the programs maintained at those facilities. The site maintains a Site Safety Plan.

Year and month of the most recent FIT report

November 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

GENERAL INFORMATION

Commitment to School Safety

The School is committed to ensuring that all enrolled students and all employees are safe and secure. The School believes that a first step toward safer schools is the development of a comprehensive plan for school safety. The School intends for parents, students, teachers, administrators, counselors, classified personnel, and community agencies to develop safe school plans as a collaborative process. The plan will be reviewed and updated on an annual basis.

The Comprehensive School Safety Plans (CSSP) goals were presented and approved by the board at the January 29, 2026, School Board Meeting, and the public had the opportunity to comment on the plan. The school also held a ZOOM session on December 18, 2025, for both staff and the community to share feedback. The School Governance Team serves as the school safety planning committee. They have worked alongside school partners to create and update the CSSP.

School met with the Resource Center staff and the Operations & HR Manager on December 8, 2025, to discuss the plan and seek feedback. Training and drills for emergencies took place at the School Resource Center on March 12, 2025. Police and fire have been contacted to review evacuation routes, safety, drills, etc. pertaining to the Resource Center. The plan is regularly revised and will be brought to the board for review.

The School views the Comprehensive School Safety Plan as a living document that is continually reviewed and revised due to changes in the needs of the resource center, guidance from external sources, and applicable laws. The (CSSP) is written in partnership with the school governance team, executive team, with directors, community partners, local safety partners, and school staff.

The Comprehensive School Safety Plan (CSSP) will be printed in a binder for the community to view at the Clarksville Charter School Resource Center. The CSSP will also be on the school's website for public viewing. The School is dedicated to identifying the act of bullying and cyberbullying with annual training. Board policies are written to support the school's dedication to the prevention of cyberbullying and bullying. In December 2024, an updated board policy regarding bullying and cyberbullying was approved.

Annual Safety Assessment Summary Report

During the 2024–25 and current 25-26 school year, the School's Resource Center experienced no incidents of crime, violence, or significant safety concerns on the premises or during school-related events. Staff reported that the center remains a consistently safe and orderly environment, with students visiting the resource center in small numbers and receiving individualized support in a calm, well-supervised setting.

A review of the surrounding neighborhood indicates that the resource center is located in a low-crime, stable area with no local law enforcement trends suggesting elevated risk to the school community. There were no calls for service involving the resource center, and no patterns of suspicious or disruptive behavior were observed on or near the premises.

Environmental safety conditions at the resource center continue to be assessed as strong, supported by:

- Controlled building access
- Clearly visible staff presence during open hours
- Adequate interior and exterior lighting
- Safe parking and pedestrian routes
- Secure storage of materials and equipment

Staff input gathered throughout the year reflected a high level of confidence in existing safety procedures, with no substantive recommendations for change. Students and families did not report safety issues, and routine walkthroughs conducted by site personnel identified no hazards requiring corrective action.

Based on this annual review, School concludes that the resource center is functioning within a safe, low-risk operational environment, and current safety practices remain appropriate and effective. Ongoing monitoring will continue, but no major adjustments to safety protocols are recommended at

this time.

Environmental and Facility Safety Conditions Summary

The Resource Center is located within a commercial building area that is consistently assessed as safe, with no known patterns of crime or environmental hazards that pose risk to students, staff, or visitors. The surrounding neighborhood experiences low levels of law enforcement activity, and there are no identified safety concerns related to the location or facility.

The Resource Center maintains a controlled access environment, supported by a Brivo electronic locking system, accessible only to authorized staff through a secure app. All exterior doors remain locked at all times and are equipped with alarm sensors that alert staff if doors are opened unexpectedly. These systems ensure that unauthorized individuals are unable to enter the facility and that staff retain full awareness of building access at all times.

Upon entry, all visitors are required to sign in, ensuring transparent documentation of who is on-site and supporting effective supervision. Staff maintain clear lines of sight throughout the resource center, allowing for consistent oversight of students, visitors, and common areas. Traffic flow within the building is simple and controlled, reducing opportunities for unsupervised access or movement. Staff regularly supervises all areas of the Resource Center.

The facility is equipped with security cameras monitoring key interior and exterior areas. These cameras support deterrence, incident review, and overall situational awareness. Additionally, adequate lighting—both inside the center and in surrounding walkways—promotes visibility and increases safety during arrival, departure, and evening staff hours.

The parking lot provides ample space for staff and visitors, with safe entry and exit routes and no known visibility or congestion issues. The shared-building environment is well maintained, and common areas do not present blind spots or other hazards that could compromise safety.

Routine safety walkthroughs conducted throughout the year confirm that the resource center does not contain unsecured or hazardous locations, and no corrective action has been necessary. Overall, the environmental and facility conditions at the resource center are effective, secure, and appropriate for maintaining a safe learning environment.

Maintaining Appropriate Adult/Student Interactions

School maintains strict professional boundaries to ensure a safe, supportive, and supervised learning environment. All employees, contractors, and volunteers must conduct themselves in ways that protect students, comply with AB 500 and SB 848, and prevent misconduct, grooming behavior, or inappropriate relationships.

Interactions with students—whether in person, virtual, independent study, or at the resource center—must always be observable and interruptible. Staff must avoid private one-on-one situations and ensure all meetings occur in visible, supervised spaces. Corporal punishment is prohibited; only reasonable force to ensure safety is permitted.

Professional boundaries require staff to avoid unnecessary physical contact, personal or intimate

communication, sexualized comments, private electronic messaging, isolated meetings, or excessive attention toward individual students. All communication with students must be professional, school-related, and preferred to be conducted through school-authorized platforms that maintain communication records. Private messaging using personal phones, email, or social media is prohibited unless a parent/guardian is included. See board policy for exceptions.

Staff are required to report suspected boundary violations, grooming behavior, or misconduct immediately. The School will promptly investigate all allegations while protecting privacy. Violations may result in disciplinary action or referral to law enforcement.

Facilities and practices must promote visibility, supervision, and safety. One-on-one support sessions should be documented. All electronic records must comply with the School's retention policies, and personal platforms may not be used for communications that cannot be archived.

To view the entire policy, please refer to **Board on Track or Appendix J**.

Multiple Reporting Pathways for Students

School maintains proactive, comprehensive procedures to ensure the safety, protection, and well-being of all students, consistent with the requirements of SB 848. These procedures are designed not only to identify and report suspected abuse, but to prevent misconduct, boundary violations, and opportunities for abuse or sexual offenses from occurring. All staff are trained annually in professional conduct expectations, supervision responsibilities, and recognition of concerning behaviors.

Students are provided several safe, accessible methods to report concerns related to inappropriate behavior, boundary violations, or feeling unsafe. Students may:

- Report directly to any trusted staff member
- Report to school administration in person or by email
- Ask a parent or guardian to communicate concerns on their behalf
- Report through additional school-supported avenues (concerns@sequoiagrove.org)

All reports are treated seriously and documented promptly. Staff are trained to respond to disclosures in a supportive manner and to escalate concerns in accordance with mandated reporter laws and school procedures.

Internal Response & Follow-Up After a Report

When a concern, disclosure, or suspected incident of abuse or sexual misconduct is reported, School implements immediate internal response procedures to ensure the safety of the student and to reduce further risk while mandated reporting and investigations proceed.

Immediate Student Safety Measures

The school takes prompt steps to protect the student, which may include:

- Ensuring the student is supervised by a trusted staff member
- Providing access to counseling or support resources

- Adjusting the student’s schedule or interactions as necessary
- Ensuring the student is not placed back into contact with the alleged perpetrator

These measures are implemented even if allegations have not been substantiated.

Temporary Removal or Reassignment of the Alleged Perpetrator

If the report involves a staff member, volunteer, contractor, or student, the school may:

- Temporarily reassign the individual
- Restrict their access to students
- Adjust supervision or workplace conditions
- Place the individual on administrative leave (staff) if appropriate

These actions are administrative and protective, not disciplinary or punitive, and are taken in alignment with due process requirements.

Coordination with Agencies

School cooperates fully with:

- Child Welfare Services (CWS)
- Local law enforcement
- The California Commission on Teacher Credentialing (CTC), when applicable

Staff do not conduct their own investigation. Once a mandated report is made, external agencies assume investigative responsibility. The school maintains communication with agencies for next steps, safety planning, or required administrative measures.

Documentation & Record-Keeping

The school maintains confidential documentation of:

- The initial report
- Actions taken to protect the student
- Communication with external agencies
- Staff reassignment or supervision adjustments
- Follow-up steps

Records are kept in a secure, restricted-access location according to state law and school policy.

5. Protections for Reporters and Whistleblowers

School strictly prohibits retaliation against:

- The student
- The parent/guardian
- Staff reporting in good faith
- Any individual assisting in reporting or follow-up actions

Staff, students, and families are informed that they are protected when raising safety concerns, even if a report is ultimately unsubstantiated.

6. Follow-Up Support

The school provides appropriate follow-up for the student and family, which may include:

- Counseling referrals
- Safety planning
- Ongoing check-ins
- Reassessment of supervision protocols

The School also updates safety procedures as needed based on recommendations from investigative agencies.

Supervision of Higher-Risk Situations

To reduce opportunities for misconduct, School maintains enhanced supervision procedures in areas or situations that may present higher risk, including restrooms, testing rooms, and individual support sessions, and learning record meetings. Procedures include:

- Staff maintain awareness of student movement to and from restrooms without entering or observing private areas
- Students are not left alone in isolated or unsupervised sections of the resource center
- One-on-one meetings with students occur only in visible locations with proper supervision
- Small-group or individual instructional settings are scheduled in areas that support visibility and ease of supervision
- Staff ensure that all students present in the resource center are accounted for and supervised at all times

School prioritizes student safety and implements layered supervision, reporting, and conduct protocols to ensure that all students are protected from abuse, exploitation, or sexual offenses. These preventive measures, combined with mandated reporter requirements and staff training, form a comprehensive protective system aligned with SB 848 and California Education Code.

Staff, Student, and Parent Input Summary

Throughout the 2024–25 school year, School gathered input related to safety through staff meetings, informal feedback, family communication logs, and student and parent surveys. No significant safety concerns were reported by staff, students, or families during this review period. Staff consistently indicated that the Resource Center operates as a calm, well-supervised environment supported by secure facility controls, clear procedures, and predictable daily operations. For the current 25-26 school year, climate surveys have been sent out with data not ready for analysis.

Feedback from staff emphasized confidence in the existing safety measures, including controlled access currently through the Brivo locking system, visible supervision patterns, and reliable

emergency communication protocols. No changes to current procedures were recommended. Student and parent input similarly reflected a sense of safety and comfort within the center, with no reports of unsafe conditions, bullying, or environmental risks. Behavior tracking for the year showed no patterns of incidents requiring additional intervention or procedural revisions.

Overall, educational partner feedback supports the conclusion that the resource center’s safety procedures are functioning effectively, and no modifications were requested or deemed necessary at this time.

No significant safety risks were identified; existing procedures remain appropriate. Minor adjustments to drill procedures will be implemented.

Instructional Continuity Plan

This Instructional Continuity Plan (ICP) was last revised on June 5, 2025 and adopted by School on to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282. This ICP will be included in the LEA’s Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27. This plan is intended to minimize disruptions to instruction and provide support for pupils’ social-emotional, mental health, and academic needs.

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned from the pandemic. The school has increased communication and has launched a new website. There is also a new feature for parents/guardians to login with a secure address to gain access to school resources. This can be accessed from anywhere and can provide information to families.

Timeline for Access to Instruction: In the event of an emergency, the School's instructional model is designed to prevent any disruption to student learning. As a non-classroom-based charter school, the Independent Study Policy is implemented to ensure continued access to education within the school’s framework. The policy includes provisions for in-person or remote instruction to resume as soon as possible, but no later than 10 instructional days following the emergency.

Conditions for Resuming Access to In-Person Instruction: N/A

Protocol for Engagement: In case of an emergency, the school will promptly inform parents, guardians, and staff via email within five calendar days. Any changes to the instructional schedule or delivery due to unforeseen staffing issues or other emergencies will be communicated directly to affected students and families, along with detailed guidance on adjustments.

Support for Special Needs: In addition, the school remains committed to supporting the social-emotional and mental well-being of its students. As always, the school will continue to incorporate Social Emotional Learning (SEL) opportunities during this time. These SEL initiatives will be emphasized in the communication sent to families, ensuring that students continue to receive the necessary support to navigate through challenging circumstances. The school has a portion of the webpage dedicated to resources for both families and students to access. Curriculum is also offered to support the social-emotional well-being of our students.

All students are provided with instructional resources and materials essential for daily learning. If needed, students can obtain these resources by contacting their Homeschool Teacher. The school offers both printed and digital instructional materials. Considering the school's structure, it is recommended that students and families collaborate with their Homeschool Teacher to identify the most suitable resources and materials tailored to each student's unique needs. A parent may also visit the school's online ordering system to order instructional resources and materials.

Furthermore, in the event of an emergency or natural disaster, students may complete a Student Residency Questionnaire to access support under the McKinney-Vento Act. If eligible, the Homeless Liaison will ensure the necessary assistance and resources are provided.

The school is also committed to supporting students' social-emotional and mental well-being during such times. Social Emotional Learning (SEL) opportunities will continue to be integrated into student experiences and emphasized in communications with families. A dedicated section on the school's website provides resources for both families and students, and curriculum offerings further support students' social-emotional needs.

Students will continue following their Individualized Learning Plans, which are customized to their learning methodology. They will also meet with their Homeschool Teacher at least every 20 school days or as needed.

Methods of Two-Way Communication and Communication Protocols within 5 days of the emergency: Established methods for communication with students and families, including automated services such as text messages and email systems, as well as schoolwide platforms will be utilized for correspondence. The correspondence will emphasize their role in maintaining instructional continuity. Updates will be shared through including but not limited to the school website, Canvas (or the designated learning platform), the Sequoia Scoop email newsletter, and direct emails from staff members. The school will provide *weekly* updates through the methods stated above.

Technological Readiness: All students have access to a device. The school has a one-to-one Chromebook for all students to gain access to technology. In the case where a student loses connectivity, the school will provide a Wi-Fi hotspot, if needed, with the instructional resources and materials that are used to not interrupt learning.

Instruction and Assessment: Progress will continue to be monitored. Students will continue daily learning with the I Can Statements (CA State Standards). Each student will continue to have access to their teacher and have additional support whenever possible, including tutoring, checking ins, virtual office hours and other methods.

Please review the Independent Study Policy for detailed information on HST check ins. The school will continue to offer:

- A. For students in grades TK-3, inclusive, the School will offer opportunities for daily synchronous instruction
- B. For students in grades 4-8, inclusive, the School will offer opportunities for weekly synchronous instruction and for daily live interaction.
- C. For students in grades 9-12, inclusive, the School will offer opportunities for weekly synchronous instruction.

Access: All students will have access to learning and be focused on their personalized learning and needs in order to be successful. Due to the independent study model, all students, including those with disabilities, those experiencing homelessness, foster youth, and English Learner (EL) students, will have equal access to instructional resources during a natural disaster or emergency. The school is committed to providing and maintaining all accommodations and individualized education plans (IEPs) for students who require them. The Case Managers will revisit and work with the student if there are any differing needs for students. If so, an IEP Meeting will be held to discuss. Additionally, the school will ensure that the Independent Continuity Plan (ICP) is designed to meet the needs of diverse learners, guaranteeing that every student continues to receive a quality education regardless of their circumstances.

Our English Learners will continue to receive support in accordance with the model of the EL Plan that has been board-adopted, ensuring they are fully supported in their academic success. The school will continue to provide support from our teachers who support our EL Student Population with online supports and curriculum suited to meet the needs within the California English Learner Roadmap Policy.

Well-Being and Support Services: The well-being of both staff and students will remain a top priority, with ongoing access to mental health professionals, including those fluent in languages other than English. School provides a comprehensive website offering resources for Social Emotional Learning, Family Support (to assist all families in accessing educational and community services), Multilingual Learners (resources to support them, including curriculum selection and live classes), and Counseling (covering mental health, suicide prevention, human trafficking prevention, and general support contact information). Additionally, the website includes Student Support Services information, such as MTSS, SEL, 504 Accommodations, resources for Multilingual Learners, and details about the Student Success Team. Due to our delivery model, there will be a continuity of support services.

Temporary Reassignment: N/A due to independent study model

Professional Learning: Due to the model of the school, the staff is mobilized for a situation such as this. If any additional support is needed, the school will provide this for staff.

Remote Instruction: Independent Study Policy

Clarksville Charter School (hereinafter “School”) offers independent study to meet the educational needs of pupils enrolled in the charter school. Independent study is an alternative education designed to teach the knowledge and skills of the core curriculum. The School shall provide appropriate existing services and resources to enable pupils to complete their independent study successfully in accordance with applicable law.

The purpose of the School Board approving this Independent Study Policy is to accomplish the following:

1. Establish the Time in Which an Assignment Must Be Completed
2. Establish the Procedure for Conducting an Evaluation of Whether Independent Study is in the Student’s Best Interests

3. Outline What Must Be Included in a Current Written Agreement
4. Outline How Average Daily Attendance Will Be Calculated
5. Establish Compliance with the Education Code

The Executive Director or designee retains discretion to approve independent study written agreements for students. The School will provide appropriate services, supports, technology, and resources to enable students to complete their independent study program successfully. The following independent study policies have been established by School in alignment with Education Code “EC” § 51744 et seq., and adopted pursuant to (“EC”) § 51747 and 5 C.C.R. § 11701. The following policies are effective as of the start of School’s 2023-24 school year:

1. For each student in independent study, School will assign a certificated employee to coordinate, evaluate, and provide general supervision of the student’s independent study instruction. (EC § 51747.5(a).)
2. For students in independent study in any grade level, the maximum length of time that may lapse between the time an independent study assignment is made and the date by which the student must complete the assigned work is twenty (20) school days (one “Learning Period”). (EC § 51747(a).)
 - a. When any student fails to complete two (2) assignments during any Learning Period or fails to make satisfactory educational progress, the School (e.g., Director of Academic Program) will conduct an evaluation to determine whether it is in the best interests of the student to remain in independent study, or whether the student should return to a regular in-person school program. For purposes of conducting the evaluation in this Section 3, a student is deemed to be making satisfactory educational progress if the student is on track to enter the next grade level at the completion of the current school year and/or progressing toward their goals pursuant to their individualized education program (“IEP”). The Executive Director or designee is responsible for making this determination of satisfactory educational progress based on all of the following indicators: The student’s achievement and engagement in the independent study program, as indicated by the student’s performance on student-level measures of student achievement and student engagement set forth in EC § 52060(d)(4)-(5) (as described below):
 - i. Pupil achievement and engagement, as measured by all of the following, as applicable:
 1. Statewide assessments that are part of the California Assessment of Student Performance and Progress (a.k.a., “CAASPP”, or any other subsequent assessment as certified by the state board of education), or an alternative comprehensive grade-level proctored exam equivalent to CAASPP, currently the NWEA-MAP, along with an internal writing assessment
 2. Completion of courses that satisfy the requirements for entrance to the University of California and California State University;
 3. Completion of courses that satisfy the requirements for career technical education sequences or programs that align with state board-approved career technical education standards and frameworks;
 4. Completion of both the university entrance and career technical courses specified above;

5. For English learner pupils, progress toward English proficiency as measured by the English Language Proficiency Assessments for California (“ELPAC” or subsequent assessments of English proficiency certified by the state board).
6. The student’s English learner reclassification rate, if applicable.
7. Passage of an advanced placement exam with a score of “3” or higher; and
8. Demonstration of college preparedness pursuant to the Early Assessment Program (or any subsequent assessment of college preparedness).
9. Pupil engagement, as measured by all of the following, as applicable:
 - a. School attendance rates.
 - b. Chronic absenteeism, if applicable.
 - c. High school graduation progress.
 - d. Attend scheduled Learning Period meetings.
 - e. Communication with the student’s teacher.
- b. The completion of assignments, assessments, or other indicators that show the student is working on assignments (e.g. completion of Student Activity Logs and Work Samples).
- c. Learning required concepts, as determined by the supervising teacher.
- d. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.(EC §51747(b)(2).)

A written record of the findings of any evaluation will be maintained in the student’s permanent record. This record will be maintained for a period of three years from the date of the evaluation and if the student transfers to another California public school, the record will be forwarded to that school. § 51747(b.)

4. School will provide content to students aligned to grade-level standards that is substantially equivalent to in-person instruction. For high schools, this shall include access to all courses offered by the local educational agency for graduation and approved by the University of California or the California State University as creditable under the A-G admissions criteria. (EC § 51747(c).)
5. The School has adopted Tiered Reengagement Strategies for the following pupils:
 - A. All students who are not generating attendance for more than 10 percent of required minimum instructional time over four continuous weeks of the School’s approved instructional calendar (i.e. missing one or more Student Activity Logs);
 - B. Students found not participatory in synchronous instructional offerings pursuant to EC § 51747.5, for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span; or
 - C. students who are in violation of their independent study written agreement pursuant to EC § 51747(g).

The Tiered Reengagement Strategies include local programs intended to address chronic absenteeism, as applicable, with at least all of the following:

- Verify the student’s current contact information.

- Notify the student’s parent or guardian of the student’s lack of participation within one school day of the recording of a nonattendance day or lack of participation (e.g., via email, message, text, telephone, letter, etc.);
- Reach out to the student directly and/or parent(s) or guardian(s), as well as health and social services as necessary, to determine the student’s needs for reengagement; o If the student has failed to complete two (2) assignments during any Learning Period or is failing to make satisfactory educational progress as defined in Section 3 herein, the Charter School will schedule a pupil-parent-educator conference (a meeting involving all individuals who signed the student’s written agreement) to review the student’s written agreement and reconsider the independent study program’s impact on the student’s achievement and well being.
- Implement any School programs intended to address chronic absenteeism, as applicable. (EC § 51747(d)).

6. Based on each student’s grade level, School will schedule and offer opportunities for synchronous instruction and daily live interaction at least as frequently as set forth in subsections a-c below. (EC § 51747(e).)

“Live interaction” means interaction between the student and School staff, and may include peers, to maintain school connectedness. Examples of live interaction include check-ins, progress monitoring, provision of services, and instruction, and live interaction can be in-person or in the form of internet or telephonic communication.

“Synchronous instruction” means classroom-style instruction, designated small-group instruction, or one-on-one instruction delivered in person or in the form of internet or telephonic communication by a teacher or teachers of record employed by the local educational agency and involving live two-way communication. (EC § 51745.5.)

- D. For students in grades TK-3, inclusive, the School will offer opportunities for daily synchronous instruction
- E. For students in grades 4-8, inclusive, the School will offer opportunities for weekly synchronous instruction and for daily live interaction.
- F. For students in grades 9-12, inclusive, the School will offer opportunities for weekly synchronous instruction.

School will document each student’s participation in live interaction and synchronous instruction pursuant to EC § 51747 on each school-day, as applicable, in whole or in part, for which live interaction or synchronous instruction is provided as part of the independent study program. A student who does not participate in scheduled live interaction or synchronous instruction on a school day shall be documented as non-participatory for that school day for purposes of pupil participation reporting and tiered reengagement pursuant to EC § 51747. (EC § 51747.5(c).)

7. A student’s parent or guardian may request their student return to in-person instruction from independent study by making a written request to their assigned teacher of record. If there is such a request, School will offer to help the student enroll in the in-person program offered by their district of residence within five (5) school days. (EC § 51747(f).)

8. A current written independent study master agreement for each independent study student will

be maintained on file. Each written agreement will contain the following:

- A. The manner, time, frequency, and place for submitting a student's assignments, for reporting the student's academic progress, and for communicating with a student's parent or guardian regarding a student's academic progress.
- B. The objectives and methods of study for the student's work, and the methods used to evaluate that work.
- C. The specific resources, including materials and personnel, which will be made available to the student. These resources will include confirming or providing access to all students to the connectivity and devices adequate to participate in the educational program and complete assigned work.
- D. A statement of the policies adopted herein regarding the maximum length of time allowed between the assignment, the level of satisfactory educational progress, and the number of missed assignments allowed prior to an evaluation of whether or not the student should be allowed to continue in independent study.
- E. The duration of the independent study agreement, including beginning and ending dates for the student's participation in independent study under the agreement. No independent study agreement will be valid for any period longer than one school year.
- F. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion.
- G. A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the student's IEP or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), students in foster care or experiencing homelessness, and students requiring mental health supports. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no student may be required to participate. In the case of a student who is referred or assigned to any school, class or program pursuant to EC § 48915 or 48917, the agreement also will include the statement that instruction may be provided to the student through independent study only if the student is offered the alternative of classroom instruction. (EC § 51747(g).)
- H. School will comply with the signature requirements for independent study agreement set forth in EC § 51747(g)(9), including:

Each independent study agreement will be signed, prior to the commencement of independent study, by the student, the student's parent, legal guardian, or care giver, if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having personal responsibility for the special education programming of the student, as applicable. For purposes of this paragraph, "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) Division 11 of the Family Code.

Before signing a independent study agreement, the parent or guardian of student may request that the School conduct a telephone, videoconference, or in-person pupil parent- educator conference or other school meeting during which the student, parent or guardian, and, if requested by the student or parent, an education advocate, may ask questions about the educational options, including which

curriculum offerings and nonacademic supports will be available to the student in independent study, before making the decision about enrollment or disenrollment in the various options for learning. (EC § 51747(h)(2).)

Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education, that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.

Additional Independent Study Requirements:

- A. School will not provide any funds or other things of value to the student or his or her parent or guardian that a school district could not legally provide to a similarly situated student of the school district, or to his or her parent or guardian. (EC § 51747.3(a).)
- B. An individual with exceptional needs, as defined in Section 56026, may participate in independent study, if the pupil's individualized education program developed pursuant to Article 3 (commencing with Section 56340) of Chapter 4 of Part 30 specifically provides for that participation. If a parent or guardian of an individual with exceptional needs requests independent study pursuant to paragraph (5) of subdivision (a), the pupil's individualized education program team shall make an individualized determination as to whether the pupil can receive a free appropriate public education in an independent study placement. A pupil's inability to work independently, the pupil's need for adult support, or the pupil's need for special education or related services shall not preclude the individualized education program team from determining that the pupil can receive a free appropriate education in an independent study placement. (EC § 51745(c).)
- C. A local educational agency may claim apportionment credit for independent study only to the extent of the time value of pupil work products, as personally judged in each instance by a certificated teacher employed by the local educational agency, or the combined time value of pupil work product and pupil participation in synchronous instruction as set forth in EC § 51747.5(b).
- D. School will maintain written or computer-based evidence of student engagement that includes, but is not limited to, a grade book or summary document that, for each class, lists all assignments, assessments, and associated grades. (EC § 51747.5(d).)
- E. Records of the independent study program will be maintained for audit purposes and shall include the following:
 - 1. A copy of the independent study board policies.
 - 2. A separate listing of the students, by grade level, who have participated in independent study identifying units of the curriculum attempted (also known as the "course of study") and units of the curriculum completed by students, as specified in their written agreements.
 - 3. A file of all written agreements, with representative samples of each student's work products
 - 4. A daily attendance register, as appropriate to the program in which the students

are enrolled, separate from classroom attendance records, and maintained on a current basis as time values of student work products are personally judged by a certificated teacher, and reviewed by the supervising teacher if they are two different individuals.

5. Any other documents charter schools are required to maintain as required by law. (5 C.C.R. § 11703.)

School will comply with all applicable law regarding independent study, including ADA-to certificated teacher ratio requirements. (EC § 51745.6 .; 5 C.C.R. § 11704)

- **Average Daily Attendance:** It is the policy of this Board that each student is, at a minimum, expected to accomplish the following in order for the student to be counted as present/attending for Average Daily Attendance (ADA) purposes:
 - Students will complete the “Student Activity Log” for each Learning Period for the school days where they have completed school work Monday through Fridays that are not school holidays. Parents/guardians will sign the log under the following statement: “By signing this log, I verify that my student completed school work on these days.”

Maintaining a Safe and Orderly Environment

The School administration and staff prioritize creating an environment where every student not only feels physically safe but also experiences a positive school climate across all activities.

Our commitment involves establishing an orderly, caring, and nondiscriminatory learning space where students can comfortably take pride in their school and accomplishments. The administration encourages staff to instill values of equality, human dignity, and mutual respect while employing cooperative learning strategies to facilitate positive interactions among students from diverse backgrounds.

Students are given opportunities to express concerns about school policies and practices, actively participating in solving problems affecting their school. The staff promotes and rewards success, engagement in community projects, and positive student conduct.

At the School, we advocate for nonviolent resolution techniques to cultivate attitudes and behaviors that promote harmonious relations. Staff members undergo training to enhance communication with students, ensuring a supportive environment. Maintaining compliance with existing laws related to school safety, our plan outlines crucial elements to sustain a secure school environment.

Promoting Safe Environments for Pupil Learning and Engagement

(Education Code §32100 – Effective July 1, 2026)

School is committed to fostering safe, respectful, and supportive learning environments. In alignment with SB 848, our governing board has adopted a formal policy titled Staff–Student Interactions, which outlines professional boundaries and appropriate communication practices between employees and students.

- **Professional Boundaries** Clear expectations for staff conduct with students, both during and outside of school hours.

- **Communication Limits Guidelines** for contact via social media, text messaging, and other platforms that exclude parent/guardian involvement.
- **Oversight and Accountability** Annual training for all staff on maintaining boundaries and recognizing/reporting violations.
- **Public Access** The full policy is available for public viewing on Board on Track, ensuring transparency and community awareness.

This policy is integrated into our CSSP and reviewed annually as part of our commitment to student safety and engagement. Please view **Appendix K or the Maintaining Appropriate Adult-Student Interactions Policy**.

Resource Center Visitors

To ensure safety and attendance at the Resource Center, all visitors are to sign in upon entering.

Employee Screening, Reporting, Misconduct Prevention, and Student Protection Policies

The School is committed to maintaining a safe, supportive, and lawful educational environment. To protect students and uphold public trust, the School implements policies and procedures in compliance with California Education Code and Penal Code provisions regarding staff screening, mandated reporting, and abuse prevention.

Relevant Codes: EC §§ 44010, 44011, 44051, 44346.1, 44420-44425, 44421.1, 44830.1, 45123, PC §11165.7

Background Checks and Eligibility to Work

DOJ and FBI fingerprint-based background checks are required prior to employment or volunteer service.

The School shall not employ or retain any individual—certificated or noncertificated—who has been convicted of a violent or serious felony, a sex offense as defined in EC §44010, or a controlled substance offense consistent with EC §§44830.1 and 45123.

All employees and volunteers are responsible for any fees associated with required fingerprinting and clearance processes.

Role-Specific Screening Requirements

Certificated Personnel (EC §§44011, 44346.1, 44420–44425, 44421.1):

- Certificated individuals must hold a valid and active credential, permit, or authorization issued by the Commission on Teacher Credentialing (CTC).
- The School may not employ or continue to employ a certificated individual whose credential is expired, suspended, revoked, restricted, or otherwise invalid.
- The School may remove a certificated individual from duties when credible concerns arise regarding credential status, fitness to serve, or conduct within CTC jurisdiction.
- When legally required, the School will report separations, professional fitness concerns, or alleged misconduct to the CTC.

Noncertificated Personnel (EC §44051):

- Prior to hire, the School will conduct employment history review to identify substantiated findings of sexual misconduct or abuse involving minors. Applicants must authorize prior employers to release relevant information as part of this process.

Egregious Misconduct Reporting and Discipline (§44939.5)

- “Egregious misconduct” includes immoral, unprofessional, or criminal conduct rendering an employee unfit to serve.
- Administrators must immediately place an employee on administrative leave when credible allegations arise, pending investigation.
- Matters involving credentialed staff will be reported to the Commission on Teacher Credentialing (CTC) and to law enforcement when required by law.
- Student safety and organizational integrity remain the highest priority.

Mandated Reporter Requirements and Training (§§11165.7, 44691)

1. Mandated Reporter Duties (§11165.7):

- All school employees, administrators, and volunteers are designated mandated reporters of child abuse and neglect under Penal Code §11165.7.
- Reports must be made immediately by telephone to Child Protective Services (CPS) or law enforcement, followed by a written report within 36 hours.
- Failure to report constitutes a misdemeanor offense.

2. Annual Mandated Reporter Training (§44691):

- By July 1, 2026, and annually thereafter, all staff, volunteers, and board members must complete state-approved mandated reporter training (CDSS module or equivalent).
- The School will maintain certificates of completion and ensure all new hires receive training within their first six weeks of employment.

Interagency Cooperation and Documentation

The Charter School cooperates fully with law enforcement, the Department of Justice, Child Protective Services, and the CTC in all investigations involving employee misconduct or student safety concerns. All reports and records are maintained securely in compliance with confidentiality laws.

Tuberculosis Risk Assessment

Before the first day of employment, all new employees must have had a tuberculosis test as described in Education Code 49406 or a TB Risk Assessment (pursuant to AB1667) within the past 60 days. Employees transferring from other public or private schools within the State of California must either provide proof of an examination or a completed Risk Assessment within the previous 60 days or a certification showing that he or she was examined within the past four (4) years and was found to be free of communicable tuberculosis. The current physician’s statement or Risk Assessment must be on file in the office before the first day of employment. Failure to provide documentation on time may

result in delay of the employee's ability to begin work or termination.

TB Clearance is good for four years and it is the employee's responsibility to remain in compliance and ensure the School has a valid certificate on file.

This job offer is contingent upon completion of a satisfactory background check. If the background check is not satisfactory, this job offer is rescinded.

DISASTER PROCEDURES, ROUTINE AND EMERGENCY-GENERAL INFORMATION The School will take all necessary measures to keep students, staff, and visitors safe in the event of a disaster. The following sections of this plan outline basic responsibilities for all staff for specific incidents. The School has developed a Standardized Emergency Management System (SEMS) Plan that outlines, in more detail, specific responsibilities for Emergency Response Teams at this school.

This Emergency Action Plan is being developed to provide information to the staff at the School to ensure pertinent information is available in the case of an incident that warrants a response. It is written in accordance with [California Code of Regulations, Title 8, Section 3220](#) which outlines the components required for a plan. There are also components of the Standardized Emergency Management System (SEMS), including the Incident Command System incorporated in this plan.

The purpose for the inclusion is that while the School may not have students at the Resource Center, it will not serve as an Emergency Operations Center if a multi-site incident occurs and support is needed for the school or local community. At that time, the role of the School would be to serve as a resource and clearinghouse for information.

The plan is developed with a multi-hazard perspective to make it applicable to the widest range of emergencies and disasters, both natural and human caused. However, administrators retain the flexibility to modify procedures and/or organization structure as necessary to accomplish emergency response and recovery missions in the context of a particular hazard scenario.

Child Abuse Prevention, Supervision and Response

At the School, protecting children from child abuse is a major priority. Each year, the administration conducts annual training regarding the required procedures for mandated reporters. The Child Abuse Prevention and Reporting Policy was revised on 10/23/25.

Employees of the School are familiar with Penal Code Section 11166 and understand the requirement that certificated and classified personnel report suspected child abuse immediately or as soon as practically possible to Children's Protective Services by telephone. School employees are aware that a call must be followed within at least 36 hours by a written report to the child protective agency.

The requirements of school personnel and the identification and reporting of known or suspected child abuse to a protective agency are mandated by the State of California Penal Code. In fact, failure to do so on the part of school personnel could lead to penalties that might be imposed on these individuals. The School board policies are continually updated to reflect appropriate legislation. Recognizing that our responsibility to students includes the protection of their physical and mental well-being, the School Board desires to provide whatever opportunities or resources may be available for the prevention of child abuse.

Reporting Procedures

1. To report known or suspected child abuse, any employee (as defined above) shall report by telephone to the local child protective agency. The telephone report must be made immediately, or as soon as practically possible, upon suspicion. The verbal report will include:
 - a. The name of the person making the report.
 - b. The name of the child.
 - c. The present location of the child.
 - d. The nature and extent of any injury.
 - e. Any other information requested by the child protective agency, including the information that led the mandated reporter to suspect child abuse. At the time the verbal report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.
2. Within thirty-six (36) hours of making the telephone report, the mandated reporter will complete and mail, fax, or electronically transmit a written report to the local child protective agency. The written report shall include completion of the required standard Department of Justice form (DOJ SS 8572). The mandated reporter may request and receive copies of the appropriate form either from the charter school or directly from the local child protective agency. Detailed instructions for completion of the form are on the back sheet of the form. Reporters may request assistance from the direct report in completing and mailing the form; however, the mandated reporter is still responsible for ensuring that the written report is correctly filed.
3. Employees reporting child abuse to a child protective agency are encouraged, but not required, to notify their direct report or designee as soon as possible after the initial verbal report by telephone. The direct report, when notified, shall inform the Executive Director. The direct report notified shall provide the mandated reporter with any assistance necessary to ensure that the verbal or written reporting procedures are carried out according to state law and regulations. If requested by the mandated reporter, the Executive Director may assist in the completion and filing of these forms.
4. If a nonmandated reporter makes a report of suspicion of child abuse, the School will make efforts to obtain the following information from the nonmandated reporter:
 - a. Name
 - b. Telephone number
 - c. The information that gave rise to the knowledge or reasonable suspicion of child abuse or neglect
 - d. The source or sources of the information that gave rise to the knowledge or reasonable suspicion of child abuse or neglect

If the non mandated reporter refuses to provide their name or telephone number, the School shall make efforts to determine the basis for that refusal and advise the reporter that the identifying information will remain confidential.

To view the **Child Abuse Board Policy and Suspected Child Abuse Reporting Form**, please see **Appendix A or Board on Track**.

The individual(s) responsible for the implementation of this plan or to contact for any clarification is:

Name: Jenell Sherman
Department: Executive Director
Phone: 916-526-3794
Email: jenell.sherman@sequoiagrove.org

Name: Shannon Breckenridge
Department: Associate Executive Director
Phone: 916-521-1793
Email: shannon.breckenridge@sequoiagrove.org

Name: Darcy Belleza
Department: Director of Governance and Accountability
Phone: 530-927-5137
Email: darcy.belleza@sequoiagrove.org

Intrusions And/Or Fire Alarms

9-1-1 should be called in an emergency.

In the event of a major emergency or disaster, the 9-1-1 emergency system may not function because of traffic overload. If you have a situation requiring immediate aid from police, fire, or medical personnel, you should try to use the 9-1-1 number first for immediate aid.

Plan Implementation

A key component of this plan is the Incident Command System (ICS). The five basic functions of: Management, Operations, Logistics, Planning/Intelligence, and Finance/Administration must remain consistent, but the formation of the teams within those sections can be flexible to meet each school's needs.

Employees will be informed annually regarding the Comprehensive School Safety Plan.

General training for employees should address the following:

- Individual roles and responsibilities.
- Threats, hazards, and protective actions.
- Notification, warning, and communications procedures.
- Emergency response procedures.
- Evacuation, shelter, and accountability procedures.
- Emergency shutdown procedures.

About Emergency Management Systems

Through the years, those agencies responsible for disaster response have come up with several different models for coordinating that response. Although these models differ, they share a common background: the Incident Command System (ICS). As a member of your school's emergency response team, you will need to be familiar with ICS and the emergency management systems used in California.

Incident Command System (ICS) Developed in the 1970's by Southern California Fire Protection Agencies, this system was designed to coordinate multi-jurisdictional response. The beauty of ICS is that it is based upon common terminology and on the division of response activities into five functional

units, which essentially eliminates the possibility of duplication of efforts. ICS became the model for the state's system.

Standardized Emergency Management System (SEMS) Developed in response to the lack of agency and multi-jurisdictional coordination during the Oakland Fires of 1991, SEMS became the state-wide standard for coordinated emergency response. All agencies involved in emergency response are legally required to use SEMS. In fact, the state reimbursement of local costs incurred for emergency response/recovery is tied to the use of SEMS.

School Response

The Education Code requires schools to establish an earthquake emergency procedure system in every public school building with an occupant capacity of 50 or more pupils or more than one classroom. Although the School's resource center is not deemed a public school building, the school recognizes the importance of safety and preparation for emergencies.

Earthquake Emergency System

Requires schools to establish an earthquake emergency system:

- Develop a disaster plan
- Conduct periodic drop and cover drills, evacuation procedures and emergency response actions—once each quarter in elementary schools and once each semester in secondary schools
- Provide training to students and staff in emergency response procedures
- Be prepared to have the charter school serve as a possible public shelter
- Take mitigation measures to ensure the safety of students and staff, such as securing equipment and furniture

Post-Disaster Shelters

Schools are required by both federal statute and state regulation to be available for shelters following a disaster. Although the School does not have a site/campus, it does have a resource center. The School leases office space from a private corporation and is not able to establish a procedure to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting public health and welfare.

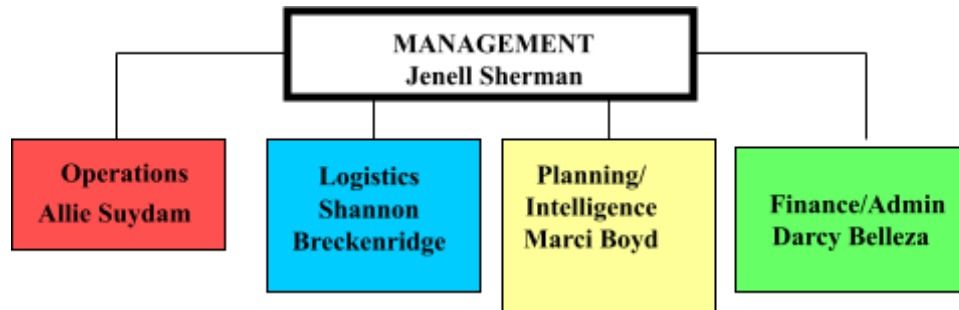
Commencing with the 2026–27 fiscal year, establishing a procedure to identify appropriate refuge shelter for all pupils and staff to be used in the event of an evacuation order by local authorities and notify the operational area having jurisdiction within the school's boundaries of this identified refuge, in order to first prioritize the safety of pupils and staff, and then the defense of that structure in the event of a fire. The Resource Center per the Cal Fire: Fire Hazard Severity Zone deems the parcel is located in a Moderate Fire Hazard Severity Zone.

The Petris Bill

California Government Code Section 8607: Requires schools to respond to disasters using the Standardized Emergency Management System (SEMS) in order to be eligible for any reimbursement of response-related costs under the state's disaster assistance programs.

- ICS - (Incident Command System) organizes response efforts into five basic functions: Management, Operations, Logistics, Planning/Intelligence and Finance/Administration

- EOC - (Emergency Operations Center) setting up a central area of control using the five basic functions
- Coordinate all efforts with the operational area (county) EOC, city EOC and county office of education EOC
- Incorporation of SEMS into all school plans, training and drills
- Documentation of the use of SEMS during an actual emergency



Using Sems in Your School

Incident Command Systems is structured into five functional areas: *Command/Management, Operations, Planning/Intelligence, Logistics, and Finance.*

- **Command/Management:** This function provides for the overall management and coordination of response and recovery activities.
- **Operations:** This function is responsible for coordinating all jurisdictional operations in support of the response to the emergency through implementation of the action plan.
- **Planning/Intelligence:** This function is responsible for collecting, evaluating, and disseminating intelligence and information; developing the action plan in coordination with the other functions; and maintaining documentation.
- **Logistics:** This function is responsible for providing facilities, services, personnel, equipment, and materials.
- **Finance/Administration:** This function is responsible for financial and administrative aspects not assigned to the other functions.

The Emergency Operations Center

During an emergency, the Management Section gathers together in an area/room to set-up a “command center” also known as the Emergency Operations Center (EOC). In the EOC, the Management Section makes decisions affecting response activities based upon information coming in from the Section Chiefs.

A Word About Unified Command

The control of and response to emergencies is the sole responsibility of the site teams *until* first responders arrive. Once they arrive, the incident command transitions to “*Unified Command.*” This transition is immediately facilitated by an on location briefing of first responders by the Management Staff and Section Chiefs. Following the initial briefing, the site’s Incident Commander will begin to work closely with representatives of each response agency to plan and carry out response activities. Other employees may be asked to participate as well, depending on the incident at hand and the available staffing of emergency responders. All staff should be prepared to participate if necessary.

In the EOC, this means that first responder representatives will essentially be running response activities in consultation with the organization’s Management Staff and Section Chiefs. In the field, staff at the Resource Center will work alongside first response teams, *unless* the EOC Director/Incident Commander has deemed it is too dangerous or unsafe for them to do so. *Remember*, first responders are professionals. Work with them and take your cues from them.

The Dual Role of the Resource Center

The School must organize to respond to incidents that occur at their location

- Ensure that the School has a functional Emergency Action Plan
- Ensure that School staff are trained and well prepared
- The School must also organize to provide support when the incident happens at school’s resource center
- Provide leadership
- Provide assistance with response and recovery, when needed
- Ensure that each school has a functional Emergency Operations Plan

SAFETY AT THE RESOURCE CENTER

EMERGENCY TELEPHONE NUMBERS

Emergency Operations Center	(916) 526-3794
Alternate Location	(530) 341-2846
LOCAL AGENCIES/OTHERS	
Local Police	El Dorado County Sheriff’s Substation Non-Emergency Number (530) 621-5655
Local Fire	Golden Foothill Fire Station Non-Emergency Number (916) 933-6941
American Red Cross	(916) 993-7070
Electric Utility Company	PG&E (800) 743-5000
Local Gas Company	PG&E (800) 743-5000
Local Water Company	El Dorado Irrigation District (530) 622-4513

Emergency Alert Signals

Being able to promptly and effectively react to a significant disaster is crucial for ensuring the utmost protection of students and school staff. To enhance preparedness, it is vital that emergency plans are up-to-date, and both staff and students, along with their parents, are well-informed about their roles and responsibilities in the aftermath of a major disaster.

Evacuation Procedures

Evacuation is implemented whenever an immediate departure from a building, a designated area, or the entire Resource Center is necessary due to potential dangers or the presence of physical threats. The scope of evacuations can be broad, encompassing the entire school, or targeted at specific areas, depending on the nature and location of the risk or threat. The staff at the Resource Center worked alongside the El Dorado County Sheriff's department on evacuation procedures on March 12, 2025. The fire marshall visited and advised the staff on safety, routes and training on September 18, 2024.

To facilitate efficient evacuations, it is imperative to have evacuation maps displayed near each exit, clearly visible and easily accessible. These maps should delineate pre-planned routes and designated rally points. SGCA will ensure that evacuation maps, detailing primary and secondary exit routes, are clearly posted near each door in the resource center. Controlled evacuations, often employed as a supplementary measure following primary safety actions like Shelter-in-Place or Lockdown, are executed under the guidance of the SGCA staff or their designee, or in collaboration with law enforcement or fire department personnel. SGCA leadership will work with resource center staff to collaborate with law enforcement annually, conducting on-site active shooter training to ensure staff are prepared to respond effectively in such situations. Such evacuations come with explicit instructions detailing the safest routes and destinations, and they may involve direct escorting.

Evacuations are commonly invoked in response to various incidents, including but not limited to:

- Fire or smoke emergencies
- Flooding
- Chemical or gas leaks
- Compromised structural integrity
- Active threats

Accessibility Review for Students with Exceptional Needs

As part of the annual evaluation and update of the Comprehensive School Safety Plan (CSSP), the school shall review all emergency and disaster procedures to ensure that students with exceptional needs are provided appropriate adaptations, supports, and accessible routes in accordance with applicable federal and state law. This review shall include an assessment of each procedure described in the CSSP to determine whether students with exceptional needs can safely participate and evacuate, shelter in place, or otherwise respond during an emergency.

Process for Reporting Concerns Regarding Access to Safety Procedures

A school employee, SGCA employee, a pupil's parent, guardian, educational rights holder, or the pupil may bring forward concerns regarding a pupil's ability to access or participate in any disaster or safety procedure described in this plan. All concerns shall be directed to the Executive Director or designee.

Review by the Executive Director or Designee and Required Action

Upon receiving a concern, the Executive Director or designee shall review the information and determine whether the concern has merit. If the Executive Director or designee determines that modifications to the CSSP are necessary to ensure accessibility for a student with exceptional needs, they shall direct the school safety planning committee,, or applicable charter school leadership to revise the relevant portion(s) of the CSSP.

Modifications may be made during the annual evaluation cycle or, when necessary to ensure pupil safety, prior to the next scheduled CSSP review.

Confidentiality

All deliberations, documentation, and discussions regarding individual students with exceptional needs conducted for the purpose of addressing accessibility concerns shall comply with all applicable state and federal laws governing pupil privacy, including but not limited to the Family Educational Rights and Privacy Act (FERPA) and the Individuals with Disabilities Education Act (IDEA). No personally identifiable student information shall be included in publicly accessible meeting minutes or materials.

Guidelines For Persons with Exceptional Needs In Emergencies

Evacuation of persons with exceptional needs will be given high priority in all emergencies. In an emergency situation, it is important that staff are familiar with the needs of all persons with exceptional needs. Whenever possible, persons with exceptional needs will be positioned near a doorway for an easier exit.

The following guidelines shall be followed:

- Establish a buddy system. Persons with exceptional needs should prepare ahead of time by identifying and instructing a staff member, co-worker, or designated buddy on how to assist them during any emergency.
- Always ask before giving assistance. Ask the person how you can help before attempting any rescue technique or assistance. Ask how they prefer to be moved and whether any special considerations or essential items must accompany them.
- If immediate assistance is unavailable, individuals with disabilities should remain near a stairwell landing or elevator lobby (if applicable). Rescue personnel will check these areas first. They should continue calling for help until rescued.
- Individuals who cannot speak loudly or who have speech impairments should carry a whistle or other device to attract attention.
- Staff should be familiar with all alarm signals and communication methods used during emergencies.
- Leave personal items behind to avoid losing time during evacuation.
- Remain calm and wait for rescue assistance.
- Do not re-enter a building until authorized by emergency personnel.
- If the situation becomes life-threatening, call 9-1-1 immediately.
- Do not use elevators unless police or fire personnel authorize their use. Elevators may fail during fires, earthquakes, or floods.

Safe Ingress And Egress General Information

The School takes pride in providing a safe environment for all students, parents, and school

employees. The School will take measures to ensure safe ingress and egress to and from the resource center. School will ensure that all passageways to and from our buildings and emergency exits remain clear of all obstructions to allow the flow of pedestrian and vehicular traffic. School will also ensure that potential obstructions and hazards are removed from such areas. The School encourages input from our community and reviews this plan on an annual basis. Any problems associated with safe ingress and egress will be addressed immediately.

School Dress Code

School does not have a dress code except for [High School Dances](#).

Posting Of Evacuation Routes

A map, showing the primary and secondary evacuation routes, shall be posted inside each room. The evacuation map shall have the office location highlighted and be placed on the wall so that an arrow indicating the exit route is pointing in the direction of the exit from the room. The map shall be labeled "EVACUATION PLAN" in bold letters and prominently posted in hallways, offices, bathrooms, and lounges. See **Appendix C**.

REPORTING THREATS OR PERCEIVED THREATS

School officials must immediately report any threats, or perceived threats, made by students to law enforcement. This reporting requirement applies to the School serving students in grades 6 through 12, which includes middle and high school students. "School officials" are defined as any certificated or classified employee whose duties involve contact with students in these grades.

Threats or perceived threats are characterized as student actions or writings that raise a reasonable suspicion that a student may be planning a violent act, such as a school-related homicide. A "reasonable suspicion" is based on rational inferences drawn from facts that justify an objective concern. This means that an official's report must be based on verifiable facts that objectively suggest a potential threat. Such facts could include writings, drawings, journal entries, social media posts, or warnings from a parent, another student, or any other individual. Additionally, the school official is required to include copies of any relevant documentary evidence with the report. The inclusion of this evidence underscores the need for concrete facts when reporting a threat.

The bill also imposes a duty on school officials to report threats even if more than one official is aware of the threat. If two or more officials know about the threat, they share the responsibility to report it. Although there may be an agreement between them to report, if one official fails to do so, the other is obligated to make the report. Therefore, school officials are encouraged to follow up with the designated reporting official to confirm that the report was made.

The official's duty is to report and not investigate the threat. It will be law enforcement duty, either the local agency or school site police, in support of the LEA, to investigate and assess the threat or perceived threat. This investigation includes the reviewing of the firearm registry by the Department of Justice. Furthermore, part of law enforcement's investigation may include a search of the school site if the search may produce evidence related to the threat or perceived threat. Law enforcement is required to keep a record of any report.

Pupil Release/Off-Site Evacuation Procedures

Certain actions may involve releasing students from school or relocating them from the resource center to a location not at the resource center at a time when parents expect their children to be there.

The Executive Director or designee will authorize such actions only in times of extreme emergency, and all possible attempts to notify parents as to the situation will be made as soon as possible. In any case, pupils shall be released by school staff only.

The Executive Director or designee will assess the situation in any given emergency and, based upon the circumstances, will recommend an action which may include:

- Students remain in rooms with their teachers until they are released to their parents
- Students are moved with their teachers to a designated large group area at the resource center. The large group site will be determined based upon the conditions and location of the emergency.
- Students will be evacuated to an alternate site.

If an emergency occurs and it becomes necessary to send students home early, relocate them, or ask parents/guardians to pick them up, then these procedures will be followed.

Procedures:

- Notification of parents: After receiving authorization from the Executive Director or designee to relocate students or send them home early, the school will notify parents of the situation using all available phones. Information will include:
 - Name of caller
 - Type of emergency
 - Action to be taken
 - Where parent may pick up child
 - Other pertinent information regarding the emergency
- Notification of staff: Teachers and other staff members should be notified of the plan as soon as possible.
- Teachers will take the Emergency Binder when leaving the building and take attendance once the class is assembled in a pre-designated safe location
- If appropriate, teachers should immediately begin discussions and activities to address students' fears, anxieties, and other concerns.

EMERGENCY RESPONSE PROCEDURES: CIVIL AND NATURAL

School and SGCA Staff will contact 911 for any emergency situation. Emergency escape route maps are located throughout the Resource Center.

Assess/Respond To Dangerous, Violent Or Unlawful Activity

- At the onset of a situation, the following things need to happen as close together as possible. Responding personnel will have to use individual judgment as to what they can and should do first, keeping in mind that their primary role is taking care of children at risk.
- Get students out of harm's way. When possible, get in touch with the appropriate school authority or person on the crisis management team to determine whether evacuation or lockdown is the appropriate response. SGCA staff and school staff should make decisions about lockdown or evacuation on their own only in life threatening situations, as specified in school's comprehensive safety plan
- Call 9-1-1 or have someone call 9-1-1 in immediate life-threatening situations. Then alert school authorities or the crisis management team.

- Have designated personnel (the school administration) decide about the appropriate level of involvement of the crisis management team.
- Remain with students until told by appropriate personnel what actions to take. Teachers and staff who are not with children should serve in designated roles and take assigned action.
- As appropriate, keep students informed about what is happening. Ensure that the same information is communicated to all students
- As soon as possible, take a headcount to determine which students, staff, and teachers are accounted for and which ones are not.
- Communicate with school Crisis Team if any students, staff, or teachers are NOT accounted for
- Once law enforcement clears the scene, release students only if parent/guardian are present.
- The school will support law enforcement in its investigation and threat assessment.

Bomb Threat Procedure

If you observe a suspicious object or potential bomb on property, DO NOT HANDLE THE OBJECT, IMMEDIATELY NOTIFY 911.

All bomb threats necessitate thorough consideration, a complete investigation to ascertain the potential threat level, and immediate reporting to law enforcement. Various means, such as telephone calls, text messages, emails, anonymous online tips, voice messages, and postal letters, can be employed to convey a bomb threat. The primary objective of a well-designed bomb threat response plan is to ensure site safety while minimizing disruptions.

If you receive a Bomb Threat:

- Ask the caller the following questions:
 - When is the bomb going to explode?
 - Where is the bomb right now?
 - What kind of bomb is it?
 - What does the bomb look like?
 - Why did you place the bomb?
 - Where are you calling from?
- Record the exact time and length of the call.
- Write down the exact words of the caller.
- Listen carefully to the caller's voice and background noise.
- After you hang up, call 9-1-1 immediately from a hard-wired telephone – do not use cell phones to report a bomb threat.

Initial Considerations:

- Assess the threat:
 - The credibility of a threat increases with its level of detail and specificity, as well as the frequency of follow-up calls.
 - If a suspicious device is discovered after receiving a threat report, immediate action should be taken, as the threat is likely real.
 - False threats often accompany special events and activities like rallies, assemblies, and required testing.

Administrator's Response:

- Call 911 to inform law enforcement of the bomb threat, specifying if a suspicious item or device has been found.
- Notify the Executive Director or designee.
- The decision to evacuate or search a room or building lies with the Executive Director or designee, possibly in consultation with law enforcement or fire authorities.
 - Evacuation decisions should be cautious to avoid encouraging disruptive copy-cat threats
 - Staff should conduct visual searches for suspicious items within their immediate areas, reporting any findings to the administration.

Communication Protocols:

- Communicate with parents/guardians, sending notices if the event disrupts the school day. This may involve law enforcement responses, room searches, evacuations, or safety actions like shelter-in-place.
- An item constructed of PVC or metal pipes with sealed ends
- An item that is leaking or has an oily appearance of petroleum, fuel, or grease with similar odors
- An item that appears to have unusual wires protruding
- If directed by administration or law enforcement to evacuate an area
 - Instruct students to take their personal belongings and backpacks with them as they exit
 - When the last person has exited the room, lock the door.
 - Go directly to the evacuation location or alternate location if specifically advised to do so by administration or law enforcement.

Cardiac Arrest or Other Life-threatening Medical Emergency

Responding to a sudden cardiac arrest (SCA) or any similar life-threatening medical emergency on school grounds requires a quick, organized, and effective procedure to increase the chances of survival for the affected individual. Below are key steps that should be followed:

1. Recognize the Signs of Sudden Cardiac Arrest (SCA)

- a. Unresponsiveness: The individual is unresponsive and does not wake up when shaken or spoken to.
- b. No Normal Breathing: The person is either not breathing at all or only gasping for air (agonal breathing).
- c. Pulse Check: There is no pulse or a very weak one (if trained to do so).

2. Activate Emergency Response

- a. Call for Help Immediately: Dial the emergency number (e.g., 911 or the local emergency number).
 - i. Provide the location of the school, specific location within the grounds (e.g., gym, field), and details of the emergency.
 - ii. Describe the symptoms: unresponsive, no pulse, no normal breathing.
 - iii. Request an ambulance with advanced life support
 - iv. Alert School Staff: Notify the school nurse, administrators, and anyone else with medical training immediately.

3. Start Cardiopulmonary Resuscitation (CPR)

- a. Chest Compressions: Begin high-quality chest compressions immediately:
 - i. Place the heel of one hand in the center of the chest, just below the breastbone.
 - ii. Place the other hand on top and interlace the fingers.
 - iii. Keep your elbows straight, and push hard and fast (about 2 inches deep and at a rate of 100-120 compressions per minute).
- b. Rescue Breathing (optional if trained): If you are trained in CPR, after every 30 compressions, give 2 rescue breaths. Otherwise, continue with chest compressions alone until help arrives

4. Continue CPR Until Professional Help Arrives

- a. Monitor for Any Signs of Life: Check regularly for any signs of life, such as breathing or a pulse. If any signs of life appear, stop CPR, but continue to monitor and be prepared to restart if necessary.

5. Provide Information to Emergency Responders

- a. When emergency responders arrive, provide them with:
 - i. Details of the incident (time it occurred, signs observed).
 - ii. The actions taken (CPR.)
 - iii. Any known medical history (e.g., if the individual has heart conditions or other relevant health issues).

6. Follow-Up Actions

- a. Debrief: After the emergency, hold a debrief with school staff, emergency responders, and any students who witnessed the event to assess how well the procedure was followed and to improve future responses.
- b. Support: Offer counseling or emotional support for students and staff who may have been impacted by the traumatic event.
- c. Documentation: Document the incident for reporting purposes, which may include medical records, school incident reports, and any follow-up actions taken.

7. Review and Update Emergency Procedures

- a. Regular Drills: Conduct regular emergency response drills, including simulated SCA scenarios, to ensure that all staff are familiar with their roles
- b. Training: Ensure that a sufficient number of staff members are trained in CPR and encourage regular refreshers or certification updates

Key Considerations:

1. Training: Ensure that all staff members, particularly those who supervise students, are trained in CPR
2. First Aid Supplies: Keep first aid supplies and a medical emergency kit readily available.

By following these procedures, a school can maximize its response to sudden cardiac arrest or similar life-threatening emergencies, increasing the chances of survival for the individual involved.

Chemical Or Hazardous Material Incident

A chemical release or hazardous material spill could affect one room, an entire building, or a larger area.

- If a hazardous material incident occurs off site, stay indoors and close all doors and windows (referred to as taking “Shelter in Place”)
- Notify 911 of the Chemical or Hazardous Material Incident.
- If possible, determine the location of the spill in relation to facility buildings and wind direction.

- Do not evacuate buildings until you are sure you will not be evacuating an area which may be more hazardous.
- Follow all instructions given by the Fire Department when they arrive at the facility.

Death And/Or Suicide

Death at a workplace is rare; however, you should be prepared in the event of a death whether it be caused by earthquake, explosion, building collapse, fire, choking, heart attack, seizure, or an incident such as a shooting/stabbing, fight, suicide, etc. The school should also be prepared for the sudden, unexpected death of a staff member or a family member that does not occur at the Resource Center (automobile accident, sudden death, drive by shooting, gang violence, etc.)

Death Occurs At School

- Call 911. Identify your address and briefly outline the emergency and location of the Resource Center.
- Notify the school administration.
- Activate the Incident Command System if necessary and contact the school Emergency Management Team. Assign staff as needed.
- Notify the Executive Director or designee
- Isolate other staff from the scene.
- If there is a death, do not move the body. Law enforcement will contact the coroner's office so that the body can be removed and any personal items belonging to the victim can be returned to family or secured as evidence.
- DO NOT disturb or touch anything if the event is declared a crime scene.
- Secure area with yellow caution tape and assign staff to guard area.
- Gather all witnesses and place them in a secure location. Tell witnesses not to discuss any part of their observations until law enforcement arrives to interview or release them.
- Assign staff to monitor witnesses.
- Consider the impact on staff.
- Activate the Crisis Response Team as appropriate.
- If the deceased is an employee, the Executive Director or designee must notify Cal-OSHA within the 8-hour time requirement. Law enforcement or fire department may inform you they will contact Cal-OSHA; however, the charter school still must make certain it calls Cal-OSHA.
- Monitor staff emotional responses. Following a death, there may be:
 - Self-referrals
 - Parent referrals
 - Reports and concerns expressed by relatives or good friends
 - Students who have experienced a recent loss.
- Develop a list of students and staff members who are experiencing emotional symptoms.

Earthquake

Preparing For An Earthquake

It is the responsibility of all staff to identify potential safety hazards related to earthquakes within their normal or assigned areas and take steps to mitigate the risk. SGCA and School staff shall ensure that heavy objects are not stored on high shelves, that all furniture or other equipment brought into the room is properly secured to prevent tipping, and that adequate cover space exists for students and staff to shelter should an earthquake strike. SGCA and School staff will work collaboratively to review

non-classroom spaces to minimize the risk of injury or damage from an earthquake.

If An Earthquake Strikes

The following steps should be taken:

1. Students and SGCA and/or school staff should immediately 'duck and cover':
 - a. Take cover under desks, tables, or other structures that provide protection from falling materials and debris.
 - b. Face away from windows, and cover or protect the head and face.
 - c. Maintain duck and cover positions until the earthquake has stopped and motion can no longer be felt.
 - d. It is recommended to hold this position for at least two minutes after the last shock felt (if safe to remain in the immediate space)
2. Once motion stops, students, SGCA and/or school staff should carefully assess their surroundings to identify any dangerous conditions.
3. Evacuation should not be immediate.
 - a. Carefully assess the area, the exit, and the evacuation route to ensure it is safe to get to the predetermined rally area.
 - i. Look for any loose or damaged walls, ceiling materials, or other items that could fall.
 - ii. Look for any exposed electrical wiring, gas pipes, or other hazards.
4. Identify and assist any person who may have been injured.
 - a. Notify SGCA Staff at the Resource Center and the Executive Director or designee of any immediate injuries and call 911
 - b. If the area is unsafe and the person can be moved, quickly get them to the evacuation rally point.
 - c. If the person is trapped or cannot be moved, remain with them until emergency responders arrive, or as long as it is safe to do so.
5. SGCA and/or school staff should attempt to signal an evacuation.
 - a. Teachers and other staff supervising students should exit the building as soon as it is safe to do so and proceed to the identified evacuation rally area.
 - i. Be aware of possible hazards that may block or inhibit the use of normal evacuation routes.
 - ii. Be cautious of unsecured, overhead objects that may fall.
 - b. Staff members shall notify the Executive Director or designee of any injuries or damage that pose a potential safety threat. Call 9-1-1 if needed.
 - c. Depending upon the severity of the earthquake and observed damage, SGCA or school staff members may be directed by the Executive Director or designee to disconnect all electrical service and turn off master valves for gas and water at the Resource Center.
6. Office staff or other staff directed by the Executive Director or designee should notify the Executive Director or designee of the status.
7. After surveying the resource center and finding it to be safe, the Executive Director or designee will signal an all clear for students and staff to return to the resource center.
8. If the Resource Center is not safe to occupy, an off-site evacuation should commence, and arrangements should be made to begin student/parent/guardian/caregiver reunification.

Evacuate/Fire/Explosion

Apart from arson, major causes of fires include improper handling and storage of flammable liquids, overloaded electrical outlets, and excessive accumulation of rubbish.

If an outage occurs during the day and persons with exceptional needs choose to wait in the building for electricity to be restored, they can move near a window where there is natural light and access to a working telephone. During regular building hours, the SGCA staff will notify the building owner. Power cuts can occur due to rolling blackouts, extreme weather conditions, or other disasters such as earthquakes. If there is no power at the Resource Center, turn off and unplug appliances and computers. Leave one light on to indicate when power has been restored.

School administration leadership will collaborate with resource center staff to conduct at least one safety drill annually. These drills will ensure all staff members are properly trained to respond effectively to emergencies such as fires, earthquakes, or other natural disasters.

Fire Hazard Severity Zone Statement – Resource Center

Clarksville Charter School’s resource center has been reviewed against State Fire Marshal maps and is not located within a high or very high fire hazard severity zone. Therefore, the specific fire hazard provisions outlined in California Education Code §32282 and Assembly Bill (AB) 2968 do not apply to this facility. The resource center remains subject to all general CSSP requirements, including emergency procedures, mandated reporter policies, and instructional continuity planning.

Fire Emergency Procedure

In case of fire, the individual who discovers the fire shall assume these responsibilities:

- Call the Fire Department by dialing 911 and pulling the nearest fire alarm switch.
- If police or paramedics are needed, tell the 911 operator.
- If there isn't an alarm, be sure to tell everyone in the building.
- Clear people from the immediate area.
- Attempt to put out the fire with an extinguisher if possible, but do not jeopardize your safety to fight it.
- Close, but do not lock all doors leading to the fire areas to contain the fire.
- Have people exit the building; check restrooms, test cells, etc.
- Assist disabled or injured employees while exiting.

Staff Fire Safety Guidelines

- Stay calm and listen for instructions from administrators or emergency personnel.
- Exit quietly and quickly.
- Test doors before opening—if hot, do not open. Seek alternate exits.
- Avoid breaking windows unless absolutely necessary for escape.
- Stay low to the ground to avoid smoke inhalation.
- Do not retrieve personal belongings or interfere with firefighting efforts.
- Move to the designated assembly area (Parking Lot) and remain there until cleared to return.

If possible:

- Duck and cover under a desk or table.
- Notify 911 of the explosion or crash.
- Assist any injured person requiring first aid treatment. If necessary because of fire, building damage, etc., evacuate the building:

- Assist any person who would have physical problems evacuating the building
- Go to an outdoor evacuation/assembly area that is hazard free and not affected by the explosion or crash.
- Keep fire lanes, streets, and walkways open for emergency responders.
- Stay in the assembly area and account for all personnel and students.
- Do not return to buildings until authorized by the fire department or Executive Director or designee. Information is provided to students at times of state testing, ingress, and egress.

Communication Plan To ensure timely and coordinated communication during fire emergencies and early evacuation warnings:

1. Notification Systems:

- The school will use multiple communication channels to notify staff, students, and families:
 - School website
 - Email
 - Sequoia Scoop newsletter

Evacuation Procedures

If evacuation is required due to fire or related hazards:

Follow the Evacuation Routes:

- Proceed along posted routes to the nearest safe exit
- Teachers are responsible for bringing class rosters and accounting for all students at the designated assembly point.

Assembly and Accountability:

- Gather at the designated Parking Lot.
- Keep fire lanes and access roads clear for responders.
- Staff will conduct roll call and report missing persons to the Incident Commander.

Reentry Authorization:

No one may reenter the building until clearance is given by the Fire Department and the Executive Director or designee.

This plan will be reviewed and updated annually as part of the school’s Comprehensive School Safety Plan (CSSP). Updates will consider changes in local fire hazard maps, guidance from the Meridian Fire Department, and facility modifications.

Extended Power Loss

In the event of a daytime outage, persons with exceptional needs opting to remain in the building until power is restored can position themselves near a window with natural light and access to a functional telephone. SGCA staff will inform the building owner during regular business hours. Power interruptions may result from rolling blackouts, severe weather, or other disasters like earthquakes. If

power is unavailable at the Resource Center, it is advised to power down and unplug appliances and computers. Leave one light on as an indicator for when power is reinstated.

If an outage occurs during the day and persons with exceptional needs choose to wait in the building for electricity to be restored, they can move near a window where there is natural light and access to a working telephone. During regular building hours, the SGCA staff will notify the building owner. Power cuts can occur due to rolling blackouts, extreme weather conditions, or other disasters such as earthquakes. If there is no power at the Resource Center, turn off and unplug appliances and computers. Leave one light on to indicate when power has been restored.

Flood Procedure

- If a flood warning is received with location near the Resource Center, notify the Executive Director or designee, immediately.
- Winter rains can cause floods, landslides, uprooted trees, and downed or broken utility lines in almost any neighborhood.
- During the storm:
 - If water has entered the premises, do not walk through it; it may contain hazardous materials.
 - If you are asked to leave your property, disconnect all electrical appliances.
 - Avoid downed power lines and broken gas lines.

In the event of an emergency:

Gas Odor/Leak

Natural gas has an additive that gives off a distinct odor, allowing you to detect (smell) a leak. In most cases, handling a gas leak involves:

- Isolating the area and moving staff to safety.
- Eliminating potential ignition sources.
- Securing the leak.

The primary responsibility of the Resource Center is to determine how to safely house or evacuate staff/students and to protect property. The following agencies should be contacted:

- Fire Department (Call 911)
- Have a phone number for a point of contact if a leak is detected after business hours. (See emergency contact list)
- Local Gas Company

If Gas Odor Or Leak Is Detected Outside The Building

It may not be necessary to evacuate the building. Evacuation is called for only if odor seeps into a building

Lockdown/Civil Unrest Procedures

Generally used when there is an immediate or imminent threat of danger on or directly adjacent to the Resource Center placing the students' and staff's physical safety or lives at risk. When implemented all Resource Center and activities are immediately stopped. Students and staff are directed to quickly move to the nearest, safest indoor location, and the room is secured. This action is commonly used, but not limited to, in response to dangerous incidents such as:

- Dangerous law enforcement activity on or directly adjacent to the Resource Center involving weapons or violent persons.
- Violent or Aggressive intruders at the Resource Center
- Active threat at the Resource Center (any person at the Resource Center, armed with a weapon and actively engaged in the attempt to harm others)

Any threatening disturbance should be reported immediately to the Executive Director or designee. If the disturbance is affecting normal school or facility operations, the Executive Director or designee should notify law enforcement authorities immediately.

As necessary, alert all employees of the situation with the verbal announcement, "Immediately congregate in the classroom ." SGCA and School staff must follow the instructions below:

If you are inside:

- Close and lock all doors and windows immediately upon notification of situation
- Keep all students inside and take roll
- If feasible, move all students to a center point and keep low to the ground.
- Stay away from all doors and windows.
- Never open the door or window to anyone
- Keep students inside rooms until the Executive Director or designee has determined that the situation has been resolved.

If you are outside:

- Immediately have students and staff seek shelter if it is safe to do so. Drill with students and staff to go to the room nearest to them.
- If shelter is not available, ensure students lie flat on the ground immediately.
- Children in restrooms should be instructed to stay there until directed to exit by the Executive Director or designee.

If the situation is violent and may include the use of firearms, the Executive Director or designee should instruct all staff and students to lie face down on the floor and remain immobile.

The Executive Director or designee and staff must follow all instructions given by responding law enforcement. If the event is major, the Executive Director or designee will activate the School EOC to develop an Action Plan to deal with the situation as well as the following:

- A. Telephone inquiries and rumor control
- B. Media relations and public information
- C. Employee/Student crisis counseling
- D. Facility damage assessment/control

Medical Emergency

Occasionally, a medical emergency will occur, and personnel must be prepared to respond quickly, effectively, and efficiently.

Some Emergency Prevention/Preparedness Guidelines

- Insist that all accidents be reported, even if no visible harm or injury occurred.
- Follow established procedures for issuing medication.

What To Do If A Medical Emergency Occurs

- Assess seriousness of injury and/or illness by doing START (Simple Triage and Rapid Treatment, commonly called Thirty-Two-Can Do). If a staff member fails any of the three simple tests (Respirations, Perfusion, and Mental), administer first aid or CPR as needed.
- Call 911 and be prepared to provide:
 - Resource Center address
 - Describe illness or type of injury
 - How the illness or type of injury occurred
 - Age of ill or injured staff member
 - Quickest way for ambulance to enter location on site
- Notify the Executive Director or designee
- Assign a staff member to meet and direct rescue services to the location of the injured party.
- Notify staff member's family of situation, including type of injury/illness, medical care being given and location where staff has been transported.
- When appropriate, advise other staff of the situation.
- Follow-up with a staff member's family.

Confidential instructions related to the initiation, safety actions, and release of a school-wide lockdown are detailed in the CSSP-Tactical Plan.

Severe Windstorm Procedures

- If a severe wind warning is received at the Resource Center, notify the School's Executive Director or designee, immediately.
- If a severe wind warning is received at the Resource Center, the School EOC should be activated.
- Based upon the specific threat, the School EOC in conjunction with the Operational Area EOC or City EOC will develop an action plan to protect personnel, students, and facilities.
- In general, if severe winds are affecting the Resource Center, employees and students should be moved to the interior core area of the building (inside wall on the ground floor) away from outside windows and doors.
- Close all windows and blinds, and avoid other building locations that have large roof areas or spans.
- Avoid all areas that have large concentrations of electrical equipment or power cables.
- Evacuation of the Resource Center or areas will be directed by the School EOC in coordination with SEMS.

Shelter In Place

Typically employed in situations involving non-life-threatening safety concerns within or in close proximity to the school premises, this measure aims to mitigate risks by ceasing unnecessary outdoor activities and relocating students and staff to a secure indoor environment. While sheltering-in-place, regular educational activities can continue indoors. Limited external activities, restroom usage, and cafeteria meals may be permitted with appropriate supervision. Resource Center visitors are restricted during this period.

This protocol is commonly activated in response to incidents such as:

- General law enforcement activity nearby
- Addressing a non-active incident at the Resource Center to facilitate the safe arrival of emergency responders

- Severe weather or poor air quality
- Presence of an aggressive animal at the Resource Center
- Intruders at the Resource Center

Confidential instructions pertaining to the initiation, safety procedures, and conclusion of a Shelter-in-Place are outlined in the CSSP-Tactical Plan.

Display empty hands with open palms when law enforcement arrives, ensuring clear communication.

Shooting/Stabbings/Active Shooter

In the face of an active shooter, an individual's response is influenced by the specific circumstances at hand, considering the potential presence of multiple assailants. If you find yourself in proximity to a shooting or an identified shooter, prioritize your safety by taking the necessary actions. Situational awareness is crucial; if a shooter is nearby, distance yourself from the danger. An active shooter is someone who is actively engaged in killing or attempting to kill people in a confined and populated area. Typically, they use firearms without a discernible pattern in victim selection. These situations unfold rapidly, requiring immediate law enforcement deployment to halt the threat and minimize harm.

Given that active shooter incidents often conclude within 10 to 15 minutes, individuals must be mentally and physically prepared to respond before law enforcement arrives. If you hear gunshots or witness someone threatening others with a weapon, follow the "RUN, HIDE, or FIGHT" protocol:

RUN: Evacuate If Possible

- Quickly move away from the sound of gunfire or the armed person if there's a considerable distance.
- If safe, run out of the building and reach a secure location, leaving belongings behind.
- Keep hands visible to law enforcement.
- Call 911 when it's safe, providing crucial information about the incident.

HIDE: Hide Silently in a Safe Place

- If evacuation is unsafe, hide in an area out of the shooter's view, preferably with thicker walls and fewer windows.
- Lock doors and barricades if possible, turn off lights, and silence phones and electronics.
- If you are outdoors and unable to run safely, find protective cover such as a brick wall or large structures.
- Remain hidden until receiving an "all-clear" signal from law enforcement.

FIGHT: Take Action to Disrupt or Incapacitate the Shooter

- As a last resort, fight back when evacuation or hiding is not safe and your life is in imminent danger.
- Attempt to disrupt or incapacitate the shooter, using physical aggression or available items like fire extinguishers or chairs.
- Call 911 when it is safe to do so.

After an incident:

- Await assistance from local law enforcement to exit the building.

Suspicious Mail/Packages

All incoming mail and packages should be handled with caution. Below are indicators of suspicious mail and steps to take in the event that suspicious mail is received.

Mail that:

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

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

What should I do with suspicious mail? (general response):

- Do not try to open the package or envelope.
- Do not sniff, taste or shake the package
- Isolate the package.
- Evacuate the immediate area; close the door.
- Contact your supervisor and call 911.

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

- Do not open an envelope or package with powder on the outside.
- If powder is spilled from an envelope or package, do not try to clean up the powder.
- Cover the spilled contents immediately with anything (clothing, paper, trash can)
- Do not remove this cover.
- Leave the room and close the door, or otherwise prevent access to the room.
- Wash your hands with soap and hot water.
- Ensure that everyone who has contact with the piece of mail washes their hands with soap and hot water.
- Notify the SGCA Staff at the Resource Center
- SGCA staff should immediately contact the local police (911) or the U.S. Postal Inspection Service (626-405-1200).
- SGCA Staff at the Resource Center should notify the Executive Director or designee immediately
- Remove heavily contaminated clothing as soon as possible and place inside a plastic bag or some other container that can be sealed. This clothing should be given to the responding

emergency response units.

- Shower with soap and water as soon as possible. Do not use bleach or other disinfectants on your skin.
- Make a list of all the people who were in the room or area, especially those who had contact with the envelope or package. Provide this list to the emergency response teams investigating the incident.
- Investigators will remove the envelope or package and conduct a thorough check of the area for contamination.
- If you are prescribed medicine as a result of this exposure, take it until instructed or until it runs out.

NOTE: Contacting the U.S. Postal Service is less likely to create a media event than the local police, but their response may be slower.

SAFE AND EQUITABLE ENVIRONMENT

Pupils Grades 7 To 12, Suffering Or Reasonably Believed To Be Suffering Opioid Overdose

Recognizing Opioid Overdose

Opioid overdose is life-threatening and requires immediate emergency attention. Recognizing the signs of an opioid overdose is essential to saving lives.

Call 911 immediately if a person exhibits ANY of the following symptoms:

- Their face is extremely pale and/or feels clammy to the touch
- Their body goes limp
- Their fingernails or lips have a purple or blue color
- They start vomiting or making gurgling noises
- They cannot be awakened or are unable to speak
- Their breathing or heartbeat slows or stops

Treating Opioid Overdose

If you suspect someone is experiencing an opioid overdose, immediately consider the following actions to save their life:

- Call 911
- If the person has stopped breathing or if breathing is very weak, begin CPR (best performed by someone who has training)
- If available, treat the person with naloxone to reverse opioid overdose

Family members, caregivers, or people who spend time with individuals using opioids need to know how to recognize the signs of an overdose and how to administer life-saving services until emergency medical help arrives. Individuals experiencing an opioid overdose will not be able to treat themselves. Naloxone is a medication approved by the Food and Drug Administration (FDA) to prevent opioid overdoses.

SCHOOL DISCIPLINE

Admission of a Student Expelled from another district/LEA

The School Board may grant admission to students expelled from other districts/LEA in accordance

with law and when consistent with the Board's goal to provide a safe and secure environment for students and staff.

In order to prohibit the enrollment of a potentially dangerous student, the Board shall hold a hearing before admitting any student who has been expelled from another district/LEA. If the student has been expelled for certain serious reasons specified in Education Code 48915(a) or (c), his/her enrollment may occur only after the term of expulsion, and only if he/she has established legal residence in the charter school pursuant to the Admission and Enrollment Policy and Residency Policy.

Procedures To Notify Teachers Of Dangerous Pupils

When a student applies to the School, the School asks for expulsion and suspension documents. The Enrollment Team verifies expulsions with CALPADS as well. If a student expelled from another district/LEA is granted enrollment, in accordance with the procedures specified below, the student must meet the residency and admission requirements for the school.

The Executive Director or designee shall inform the teacher of every student who has engaged in, or is reasonably suspected to have engaged in, any act during the previous three years which could constitute grounds for suspension or expulsion, with the exception of the possession or use of tobacco products. This information shall be based upon written records or records received from a law enforcement agency. (California Education Code 49079)

The Executive Director or designee shall consult with the Executive Director/Superintendent/Principal of the school which the student attends in order to identify staff that should be so informed. (California Welfare and Institutions Code 828.1)

Teachers shall receive the above information in confidence and disseminate it no further. (California Education Code 49079, California Welfare and Institutions Code 828.1)

The Executive Director or designee shall maintain the above information in a separate confidential file for each student. When such a student is assigned to a teacher, the Executive Director or designee shall notify the teacher in writing and ask the teacher to reply with a confirmation of receipt, return it to the Executive Director or designee, and review the student's file in the student information system. This notification shall not name or otherwise identify the student.

The Executive Director or designee shall notify all certificated personnel who are likely to come into contact with the student, including the student's teachers, special education teachers, and counselors.

Once we receive the cume file for these students, the Records Department will notify a designated staff member by indicating the date records are received on an internal document.. The designated staff member will inform the teacher(s) and have them review the files. Once the HST(teacher) reviews the file, they will notate review completion internally. Once the School has made a good faith effort to comply with the notification requirement of Education Code 49079, a teacher's failure to review the file may be construed as a waiver of the School's liability.

Suspension/Expulsions Policies And Procedures - Ed Code 48915(D)

The School includes rules and guidelines in the Student and Parent Handbook. Given to all families

upon enrollment. School is committed to promoting learning and protecting the safety and well-being of all students. In creating this policy, the School has reviewed Education Code Section 48900 et seq., which describes the non-charter schools' list of offenses and procedures, to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The School is committed to an 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.

See **Appendix F** to view the **Suspension and Expulsion Policy**.

Notice of Non-Discrimination and Non-Discrimination Policy

This policy shall apply to all acts related to a school activity or school attendance and to all acts of the Clarksville School Board "Board" and the Executive Director in enacting policies and procedures that govern the school. The Board is committed to providing equal opportunity for all individuals in school programs and activities.

The Board desires to provide a welcoming, safe, and supportive school environment that allows all students equal access to and opportunities in school programs, activities, and practices shall be free from unlawful discrimination, including discrimination against the following categories; including discrimination against an individual or group based on race; color; ancestry; nationality; national origin; immigration status; ethnic group identification; ethnicity; age; religion; pregnancy, childbirth, termination of pregnancy, or lactation, including related medical conditions and recovery; parental, family, or marital status; reproductive health decision making; physical or mental disability; medical condition; sex; sex stereotypes; sex characteristics; sexual orientation; gender; gender identity; gender expression; veteran or military status; or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

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

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

See **Appendix D** to view the **Non-Discrimination Notice and Non-Discrimination/Harassment Policy**.

Title IX Sexual Harassment Policy and Grievance Procedures



Clarksville School Board complies with Title IX of the Educational Amendments of 1972 as well as the Title IX regulations released by the Department of Education on January 20, 2025. This policy prohibits all forms of sexual and gender-based harassment and discrimination. This policy also covers sexual misconduct that does not fall within the scope.

Title IX of the Education Amendments of 1972 is indeed a federal civil rights law that prohibits discrimination based on sex in any educational program or activity that receives federal financial assistance. It covers a wide range of issues, including, but not limited to, sex discrimination, sexual harassment, sexual assault, dating violence, domestic violence, pregnancy, and stalking. Under Title IX, educational institutions are required to respond promptly and effectively to reports of sexual harassment and sexual violence. Additionally, Title IX mandates that schools must have grievance procedures in place for addressing complaints of sex discrimination and sexual misconduct. Each complaint a school receives alleging sexual harassment should be examined to determine which grievance procedures need to be followed.

See **Appendix E** for **Title IX Sexual Harassment Policy and Grievance Procedures**.

The School’s Title IX Coordinator and Investigator is:

Deanna, Moreno

Chief Human Resources Officer

Email-hr@sequoiagroveschools.org

Phone Number- (916) 957-5802

3101 Zinfandel Dr. Suite 350, Rancho Cordova, CA 95670

COVID-19 Reporting AB 685 Part 1: COVID-19 Reporting Requirements

Refer to the [school's board policy regarding COVID-19](#).

Crime Assessment

The school will complete a *California Safe Schools Assessment – School Crime Reporting Form* for each incident that occurs.

See **Appendix I** to view the **Safe Schools Incident Reporting Form**.

INJURY EMERGENCY DURING FIELD TRIP AND CIVIL AND NATURAL DISASTERS

Field trip coordinators will communicate with field trip hosts to ensure that appropriate first aid equipment and supplies are available during the trip. Field trip staff or adult chaperones will be provided with emergency contact information in case an emergency occurs enroute to or from the field trip destination. Waivers with emergency care release or parent/guardian phone numbers are available from the field trip coordinators or designees if needed.

Park Day Safety Plan

The Park Day Safety Plan, developed by Sequoia Grove Charter Alliance (SGCA), provides staff with clear guidance to ensure safe, well-coordinated, and community-centered library park day events. It outlines how to properly prepare before leaving for a park day—covering vehicle checks, route planning, fuel requirements, and regular van maintenance—as well as the essential items that must be kept in each vehicle’s safety kit.

The plan emphasizes safe driving practices, awareness on the road, and proper lifting techniques to prevent injury when handling library materials. It includes detailed listings of nearby hospitals and police stations for each park location, along with comprehensive emergency contact information for leadership, family liaisons, ITAs, and other Sequoia Grove departments.

SGCA Staff are guided on how to respond to roadside emergencies such as flat tires, breakdowns, collisions, and severe weather. The plan also addresses navigating park day interactions, including how to de-escalate uncomfortable or confrontational situations, when to involve family liaisons or supervisors, and when to contact local authorities. It further reinforces mandated reporting duties and the importance of staying aware of surroundings at public park sites.

The document concludes with an employee acknowledgment form confirming that staff understand and agree to follow the outlined procedures.

This safety plan will be reviewed regularly and updated as necessary to ensure it remains accurate, effective, and aligned with the needs of our students, families, staff, and community.

MENTAL HEALTH GUIDELINES

School is committed to protecting the health and well-being of all School students, including vulnerable youth populations, by having procedures in place to prevent, assess the risk of, intervene in, and respond to suicide and self-harming behavior.

The possibility of suicide and suicidal ideation requires vigilant attention from our school staff. As a result, we are ethically and legally responsible for providing an appropriate and timely response to preventing suicidal ideation, attempts, and deaths. The School acknowledges the school's role in providing an environment which is sensitive to individual and societal factors that place youth at greater risk for suicide and that works to create a safe and nurturing culture that minimizes suicidal ideation in students.

Recognizing that it is the duty of the School to protect the health, safety, and welfare of its students, this policy aims to safeguard students and staff against suicide attempts, deaths, and other trauma associated with suicide, including ensuring adequate supports for students, staff, and families affected by suicide attempts and loss. School knows that the physical, behavioral, and emotional health of students greatly impacts school attendance and educational success. This policy shall be paired with other practices that support the emotional and behavioral wellness of students.

In an attempt to reduce suicidal behavior and its impact on students and families, the Executive Director or designee developed strategies for suicide prevention, intervention, and post-intervention, and identify the mental health challenges frequently associated with suicidal thinking and behavior. These strategies shall include professional development for all school personnel (certificated and classified) in all job categories who regularly interact with students or are in a position to recognize the risk factors and warning signs of suicide.

The Executive Director/or designee developed and implemented preventative strategies and intervention procedures that include prevention, staff development, developmentally - appropriate programs, intervention, assessment and referral, and parent/ student notification.

The School has a Student in Crisis process that includes Staff Roles for Crisis and Non-Crisis Situations Virtual and In-Person Setting. The School uses the MTSS Crisis Protocol Framework - Categorized by Risk Levels (Major, Minor and Non-Crisis.) Student in Crisis is overseen by the Student Support Department. The Counseling website has information for Students related to: Mental Health, Fentanyl Definitions, Facts, and Resources, Suicide Prevention, Human Trafficking Prevention, and Overall Support. The school's Foster Youth liaison supports students and families along with a portion on the website, Family Resources with resources for the family.

The School has a Student Success Team (SST) which provides a support team to discuss strategies for students in the general education program. By meeting regularly and having standardized procedures, the team members become well informed of the resources available within the school site and within the community to meet the needs of students. The SST process can be instrumental in disseminating teaching and classroom management strategy information, adaptations, and modifications to the curriculum to better meet the student's needs within the least restrictive environment. The process will ensure students are offered tiered interventions in order to support their educational needs.

Response to Intervention

The SST will match resources with student needs in academics, social emotional, and behavior. A tiered approach for the delivery of intervention will be available for identified students struggling to meet grade level expectations.

SUICIDE PREVENTION, INTERVENTION AND POSTVENTION PROTOCOL

The Executive Director or designee shall develop and implement preventive strategies and intervention procedures that include the following: The Mental Health Team will be responsible for planning and coordinating the implementation of these regulations for the school.

Mental Health Team

Pedro Amarante	School Psychologist	pedro.amarante@sequoiagrove.org
Malachi Briggs	Social Emotional School Counselor	malachi.briggs@sequoiagrove.org
RoyShonda Childs	School Psychologist	royshonda.childs@sequoiagrove.org
Kelli Franceschini	School Psychologist	kellie.franceschini@sequoiagrove.org
Jennifer Holena	Social Emotional School Counselor	jennifer.holena@sequoiagrove.org
Travis Ito-Stone	School Psychologist	travis.ito-stone@sequoiagrove.org
Carrie Hunter	Director of	carrie.hunter@sequoiagrove.org

	Student Support and Special Education	
Shana Westfall	Lead School Psychologist	shana.westfall@sequoiagrove.org
Nicole Zagaroli	Assistant Director of Special Education Assessment	nicole.zagaroli@sequoiagrove.org

The Mental Health Team will act as a point of contact for issues relating to suicide prevention and policy implementation. All staff members shall report students they believe to be at elevated risk for suicide to the school mental health/suicide prevention coordinator.

Staff Professional Development:

All staff will receive annual professional development on risk factors, warning signs, protective factors, response procedures, referrals, postvention, and resources regarding youth suicide prevention. The professional development will include additional information regarding groups of students at elevated risk for suicide, including those living with mental and/or substance use disorders, those who engage in self-harm or have attempted suicide, those in out-of-home settings, those experiencing homelessness, American Indian/Alaska Native students, LGBTQ students, students bereaved by suicide, and those with medical conditions or certain types of disabilities. Additional professional development in risk assessment and crisis intervention will be provided to school employed mental health professionals and school nurses.

Specialized Staff Training (Assessment)

Additional professional development in suicide risk assessment and crisis intervention shall be provided to mental health professionals, including, but not limited to the following: school counselors, school psychologists, and other mental health team members that are employed by theSchool.

The school team should confer with the student and parents/guardians/caregivers about any specific requests on how to handle the re-entry. Inform the student’s teachers about possible days of absences. Allow accommodations for students to make up work (be understanding that missed assignments may add stress to students). Mental health professionals or trusted staff members should maintain ongoing contact to monitor student’s actions and moods as part of the student safety plan. Work with parents/guardians/caregivers to involve the student in an aftercare plan.

Postvention

Counseling and other postvention strategies for helping students, staff, and others cope in the aftermath of a violent act.

A death by suicide/violent act in the school community (whether by a student or staff member) can have devastating consequences for students and staff. Therefore, it is vital to be prepared ahead of time in the event of such a tragedy. The following are general procedures for the Executive Director or

designee in the event of a completed suicide/violent act:

Assemble School Crisis Response Team

School crisis response team to determine initial response procedures and obtain consultation regarding the number of personnel needed for initial response. It is helpful to have the following information available for consultation:

- Demographic information
- Siblings (If any within)
- School Profile
- Known friends/groups
- Identification of additional high risk students

Please refer to **Appendix G** for the board approved **Suicide Prevention Policy**.

SAFE ACT NOTIFICATION PROCEDURES

Immigration Enforcement & Responding to Detention/Deportation

Clarksville Charter School is committed to maintaining a safe and welcoming environment for all students and families, regardless of immigration status. In accordance with Education Code §234.7 and other applicable state laws, the School shall not collect, request, or require information or documents regarding a student's or family's citizenship or immigration status. No student shall be denied equal access to the School's programs or activities, nor subjected to discrimination, harassment, intimidation, or bullying based on actual or perceived immigration status.

The School shall not use student information, or allow others to use it, to create or contribute to any registry or database based on national origin, immigration status, or any other protected characteristic (Government Code §8310.3). Parents/guardians shall be notified annually of these rights and the School's commitment to protecting student information and access to education.

Response to Immigration-Related Requests

School personnel must immediately notify the Executive Director or designee of any request by a law enforcement or immigration officer for access to school records, a school resource center, or students; or any request involving subpoenas, warrants, or other official documents. Unless prohibited by court order, the School shall notify the parent/guardian (or the student if 18 or older) of such requests and provide copies of related documents.

Student information related to immigration status shall not be released without parental consent, student consent (if 18 or older), or a valid court order, judicial warrant, or subpoena. Any release of information must follow statutory requirements for written consent.

School personnel shall not permit interviews, searches, or questioning of students for immigration-enforcement purposes without parental or student consent unless an officer presents a judicial warrant or a court order. Staff shall immediately notify parents/guardians when such contact occurs unless prohibited by law.

Because the School operates in leased resource center facilities rather than district-owned buildings, all law enforcement visitors—including immigration officers—must comply with the School’s visitor registration procedures unless exigent circumstances exist or they present a judicial warrant or court order. Staff shall follow required documentation, verification, and notification steps for any immigration-enforcement presence at a school site or activity.

Any attempt by law enforcement to access a resource center or student for immigration-enforcement purposes must be documented and reported to the Bureau of Children’s Justice at BCJ@doj.ca.gov.

Responding When a Parent/Guardian Is Detained or Deported

The School shall encourage families to maintain updated emergency contact information. In the event a parent/guardian is detained or deported, the School shall release the student only to individuals listed on the emergency card or to a person presenting a caregiver’s authorization affidavit. Child Protective Services will be contacted only if no designated caregiver can be reached.

Students shall retain their right to attend school under Education Code §48204.4 when residency requirements continue to be met despite the parent/guardian’s detention or deportation. The School may refer students and families to community resources, including legal assistance, consular services, or federal detainee locator tools.

To view the entirety of the policy, please see **Appendix K** or Board on Track.

APPENDIX A

Child Abuse Prevention and Reporting Policy BP 5141.4 Adopted 04/29/21 Revised 10/23/25, v3

The Clarksville Charter School Board is committed to supporting the safety and well-being of Clarksville Charter School “School” students and desires to facilitate the prevention of and response to child abuse and neglect. The Executive Director or designee shall develop and implement strategies for preventing, recognizing, and promptly reporting known or suspected child abuse and neglect. This policy is also in the board-approved Comprehensive Safety Plan, Parent/Student Handbook, and Employee Handbook.

The Executive Director or designee may provide a student who is a victim of abuse with school-based mental health services or other support services and/or may refer the student to resources available within the community as needed.

Child Abuse Reporting

The Executive Director or designee shall establish procedures for the identification and reporting of known and suspected child abuse and neglect in accordance with law. School employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect. The Executive Director or designee shall provide training regarding the duties of mandated reporters as required by law and as specified in the accompanying administrative regulation. (Education Code 44691; Penal Code 11165.7)

ADMINISTRATIVE REGULATION 5141.4: CHILD ABUSE PREVENTION AND REPORTING

Definitions

Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6)

1. A physical injury or death inflicted by other than accidental means on a child by another person
2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1
3. Neglect of a child as defined in Penal Code 11165.2
4. Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3
5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4

Child abuse or neglect does not include:

1. A mutual affray between minors (Penal Code 11165.6)
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of employment (Penal Code 11165.5, 11165.6)
3. An injury resulting from the exercise by a teacher, administrator or other, certificated of the same degree of physical control over a student that a parent/guardian would be legally privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of

students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)

4. An injury caused by a School employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, for purposes of self-defense, or to obtain weapons or other dangerous objects within the control of a student (Education Code 49001)
5. Physical pain or discomfort caused by a recreational activity voluntarily engaged in by a student (Education Code 49001)

Additionally, general neglect does not include: (Penal Code 11165.2)

1. A parent/guardian's economic disadvantage
2. A child receiving treatment by spiritual means pursuant to Welfare and Institutions Code 16509.1, or not receiving specified medical treatment for religious reasons

Mandated reporters include, but are not limited to, teachers; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based on facts that could cause a reasonable person in a similar position, drawing when appropriate on the person's training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred, nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses

Using the procedures provided below, a mandated reporter shall make a report whenever the mandated reporter, while acting in a professional capacity or within the scope of employment, has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11165.9, 11166.05, 11167)

Any school employee who reasonably believes to have observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under 14 years of age shall notify a peace officer. (Penal Code 152.3)

The fact that a child is experiencing homelessness or is classified as an unaccompanied minor, as defined in the federal McKinney-Vento Homeless Assistance Act (42 USC 11434a), is not, in and of itself, a sufficient basis for reporting child abuse or neglect. (Penal Code 11165.15)

Responsibility for Reporting

Mandated Reporter Duties Under Penal Code § 11166

Under California law, mandated reporters—individuals legally required to report suspected child abuse or neglect—must adhere to strict guidelines to ensure timely and responsible reporting:

- **Individual Responsibility:** The duty to report is personal and non-transferable. Each mandated reporter is individually responsible for making a report when they have knowledge or reasonable suspicion of child abuse or neglect. This obligation cannot be delegated to another person.
- **Joint Knowledge Reporting:** If two or more mandated reporters jointly become aware of a known or suspected incident, they may mutually agree to designate one member to file a single report on behalf of the group. However, if any member later learns that the designated reporter failed to file the report, that member is then required to report the incident themselves.
- **Protection from Interference:** No supervisor or administrator may impede or inhibit a mandated reporter from fulfilling their legal duty to report. This ensures that organizational hierarchy cannot obstruct the reporting process.
- **Voluntary Reporting by Non-Mandated Individuals:** Individuals who are not legally designated as mandated reporters may still report suspected child abuse or neglect. If such a person has knowledge of or observes a child whom they reasonably suspect has been abused or neglected, they are permitted to report the incident to the appropriate agency

Reporting Procedures

● Initial Telephone Report

- To report known or suspected child abuse, any employee (as defined above) shall report by telephone to the local child protective agency. A telephone report must be made immediately, or as soon as practically possible, upon suspicion. The verbal report will include:
 - i. The name of the person making the report
 - ii. The name of the child
 - iii. The present location of the child
 - iv. The nature and extent of any injury
 - v. Any other information requested by the child protective agency, including the information that led the mandated reporter to suspect child abuse. At the time the verbal report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received

● Written Report

- Within thirty-six (36) hours of making the telephone report, the mandated reporter will complete and mail, fax, or electronically transmit a written report to the local child protective agency. The written report shall include completion of the required

standard Department of Justice form (DOJ SS 8572). The mandated reporter may request and receive copies of the appropriate form either from the charter school or directly from the local child protective agency. Detailed instructions for the completion of the form are on the back sheet of the form. Reporters may request assistance from the Executive Director or designee in completing and mailing the form; however, the mandated reporter is still responsible for ensuring that the written report is correctly filed.

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

1. The name, business address, and telephone number of the person making the report, and the capacity that makes the person a mandated reporter
2. The child's name and address, present location, and, where applicable, school, grade, and class
3. The names, addresses, and telephone numbers of the child's parents/guardians
4. The name, address, telephone number, and other relevant personal information about the person(s) who might have abused or neglected the child
5. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information

The mandated reporter shall make a report even if some of this information is not known or is uncertain to the mandated reporter. (Penal Code 11167)

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)

Employees reporting child abuse to a child protective agency are encouraged, but not required, to notify the Executive Director or designee as soon as possible after the initial verbal report by telephone. The Executive Director or designee so notified shall provide the mandated reporter with any assistance necessary to ensure that the verbal or written reporting procedures are carried out according to state law and regulations. If requested by the mandated reporter, the Executive Director or designee may assist in the completion and filing of these forms.

If a nonmandated reporter makes a report of suspicion of child abuse, the Charter School will make efforts to obtain the following information from the nonmandated reporter:

- Name
- Telephone number
- The information that gave rise to the knowledge or reasonable suspicion of child abuse or neglect
- The source or sources of the information that gave rise to the knowledge or reasonable suspicion of child abuse or neglect

If the nonmandated reporter refuses to provide their name or telephone number, the Charter School shall make efforts to determine the basis for that refusal and advise the reporter that the identifying information will remain confidential.

Training

Within the first six weeks of each school year, or within the first six weeks of employment if hired during the school year, the Executive Director or designee shall provide training on mandated reporting requirements to School employees and persons working on their behalf who are mandated reporters. (Education Code 44691; Penal Code 11165.7)

The Executive Director or designee shall use the online training module provided by the California Department of Social Services (CDSS). (Education Code 44691)

The training shall include, but not necessarily be limited to, training in the identification and reporting of child abuse and neglect. Additionally, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7)

In addition, the Executive Director or designee shall provide annual training on the prevention of abuse, including sexual abuse, of children at the Resource Center, by School staff, or in School-sponsored programs. (Education Code 44691)

The Executive Director or designee shall obtain and retain proof of each mandated reporter's completion of the training. (Education Code 44691)

Release of Child to the Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Executive Director or designee shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. (Education Code 48906)

Parent/Guardian Complaints

Upon request, the Executive Director or designee shall provide parents/guardians with procedures for reporting suspected child abuse occurring at the Resource Center to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those guidelines and/or procedures, an interpreter shall be provided.

To file a complaint against a School employee or other person suspected of child abuse or neglect at the Resource Center, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee shall also file a report when obligated to do so pursuant to Penal Code 11166 using the procedures described above for mandated reporters.

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 3200-3205.

Notifications

The Executive Director or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167. Additionally, the School shall provide the new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)

Before beginning employment, any person who will be a mandated reporter by virtue of the person's position shall sign a statement indicating knowledge of the reporting obligations under Penal Code 11166 and compliance with such provisions. The signed statement shall be retained by the Executive Director or designee. (Penal Code 11166.5)

Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637.

The Executive Director or designee also shall notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report, and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of the mandated reporter's professional capacity or outside the scope of employment (Penal Code 11172)

Any other person making a report shall not incur civil or criminal liability unless it can be proven that the person knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)

2. If a mandated reporter fails to timely report an incident of known or reasonably suspected child abuse or neglect, the mandated reporter may be guilty of a crime punishable by a fine and/or imprisonment (Penal Code 11166)

No employee shall be subject to any sanction by the School for making a report unless it can be shown that the employee knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11166, 11172)

Print

SUSPECTED CHILD ABUSE REPORT

Reset Form

To Be Completed by Mandated Child Abuse Reporters
Pursuant to Penal Code Section 11166

CASE NAME: _____

PLEASE PRINT OR TYPE

CASE NUMBER: _____

A. REPORTING PARTY	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY	
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS			Street	City	Zip
	REPORTER'S TELEPHONE (DAYTIME) ()		SIGNATURE		TODAY'S DATE	
B. REPORT NOTIFICATION	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION		AGENCY			
	<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)					
	ADDRESS			Street	City	Zip
C. VICTIM One report per victim	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX
	ADDRESS			Street	City	Zip
	PRESENT LOCATION OF VICTIM			SCHOOL		CLASS
	PHYSICALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO			DEVELOPMENTALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO		OTHER DISABILITY (SPECIFY)
	IN FOSTER CARE? <input type="checkbox"/> YES <input type="checkbox"/> NO			IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: <input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND <input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME		PRIMARY LANGUAGE SPOKEN IN HOME
	RELATIONSHIP TO SUSPECT			PHOTOS TAKEN? <input type="checkbox"/> YES <input type="checkbox"/> NO		DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> UNKNOWN
	TYPE OF ABUSE (CHECK ONE OR MORE) <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER (SPECIFY)					
D. INVOLVED PARTIES	VICTIMS (Siblings)					
	1. NAME		BIRTHDATE		SEX	
	2. NAME		BIRTHDATE		SEX	
	3. NAME		BIRTHDATE		SEX	
	4. NAME		BIRTHDATE		SEX	
	VICTIMS (Guardians)					
	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX
	ADDRESS			Street	City	Zip
	HOME PHONE ()		BUSINESS PHONE ()			
	PARENTS/GUARDIANS					
NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX	
ADDRESS			Street	City	Zip	
HOME PHONE ()		BUSINESS PHONE ()				
SUSPECT						
SUSPECT'S NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX	
ADDRESS			Street	City	Zip	
TELEPHONE ()						
OTHER RELEVANT INFORMATION						
E. INCIDENT INFORMATION	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER: _____					
	DATE / TIME OF INCIDENT		PLACE OF INCIDENT			
	NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incidents involving the victim(s) or suspect)					

SS 8572 (Rev. 12/02)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was determined not to be unfounded.

WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation Department; GREEN COPY-District Attorney's Office; YELLOW COPY-Reporting Party

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM SS 8572

All Penal Code (PC) references are located in Article 2.5 of the PC. This article is known as the Child Abuse and Neglect Reporting Act (CANRA). The provisions of CANRA may be viewed at: <http://www.leginfo.ca.gov/calaw.html> (specify "Penal Code" and search for Sections 11164-11174.3). A mandated reporter must complete and submit the form SS 8572 even if some of the requested information is not known. (PC Section 11167(a).)

I. MANDATED CHILD ABUSE REPORTERS

- Mandated child abuse reporters include all those individuals and entities listed in PC Section 11165.7.

II. TO WHOM REPORTS ARE TO BE MADE ("DESIGNATED AGENCIES")

- Reports of suspected child abuse or neglect shall be made by mandated reporters to any police department or sheriff's department (not including a school district police or security department), the county probation department (if designated by the county to receive mandated reports), or the county welfare department. (PC Section 11165.9.)

III. REPORTING RESPONSIBILITIES

- Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected incident of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof *within 36 hours* of receiving the information concerning the incident. (PC Section 11166(a).)
- No mandated reporter who reports a suspected incident of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by CANRA. Any other person reporting a known or suspected incident of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by CANRA unless it can be proven the report was false and the person knew it was false or made the report with reckless disregard of its truth or falsity. (PC Section 11172(a).)

IV. INSTRUCTIONS

- **SECTION A - REPORTING PARTY:** Enter the mandated reporter's name, title, category (from PC Section 11165.7), business/agency name and address, daytime telephone number, and today's date. Check yes-no whether the mandated reporter witnessed the incident. The signature area is for either the mandated reporter or, if the report is telephoned in by the mandated reporter, the person taking the telephoned report.

IV. INSTRUCTIONS (Continued)

- **SECTION B - REPORT NOTIFICATION:** Complete the name and address of the designated agency notified, the date/time of the phone call, and the name, title, and telephone number of the official contacted.
- **SECTION C - VICTIM (One Report per Victim):** Enter the victim's name, address, telephone number, birth date or approximate age, sex, ethnicity, present location, and, where applicable, enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes-no box to indicate whether the victim may have a developmental disability or physical disability and specify any other apparent disability. Check the appropriate yes-no box to indicate whether the victim is in foster care, and check the appropriate box to indicate the type of care if the victim was in out-of-home care. Check the appropriate box to indicate the type of abuse. List the victim's relationship to the suspect. Check the appropriate yes-no box to indicate whether photos of the injuries were taken. Check the appropriate box to indicate whether the incident resulted in the victim's death.
- **SECTION D - INVOLVED PARTIES:** Enter the requested information for: Victim's Siblings, Victim's Parents/Guardians, and Suspect. Attach extra sheet(s) if needed (provide the requested information for each individual on the attached sheet(s)).
- **SECTION E - INCIDENT INFORMATION:** If multiple victims, indicate the number and submit a form for each victim. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheet(s) if needed.

V. DISTRIBUTION

- **Reporting Party:** After completing Form SS 8572, retain the yellow copy for your records and submit the top three copies to the designated agency.
- **Designated Agency:** *Within 36 hours* of receipt of Form SS 8572, send **white copy** to police or sheriff's department, **blue copy** to county welfare or probation department, and **green copy** to district attorney's office.

ETHNICITY CODES

1 Alaskan Native	6 Caribbean	11 Guamanian	16 Korean	22 Polynesian	27 White-Armenian
2 American Indian	7 Central American	12 Hawaiian	17 Laotian	23 Samoan	28 White-Central American
3 Asian Indian	8 Chinese	13 Hispanic	18 Mexican	24 South American	29 White-European
4 Black	9 Ethiopian	14 Hmong	19 Other Asian	25 Vietnamese	30 White-Middle Eastern
5 Cambodian	10 Filipino	15 Japanese	21 Other Pacific Islander	26 White	31 White-Romanian

Appendix B: Media Guidelines and Sample Press Release

MEDIA GUIDELINES:

When speaking to the media about emergencies, it is extremely important to adhere to the following guidelines:

- Executive Director READ all press statements
- Re-state the nature of the incident; its cause and time of origin
- Describe the size and scope of the incident
- 4. Report on the *current* situation
- 5. Speak about the resources being utilized in response activities
- 6. Reassure the public that everything possible is being done
- 7. DO NOT release any names
- 8. When answering questions be truthful; but consider the emotional impact the information could have upon listeners
- 9. Avoid speculation; do not talk “off the record”
- 10. Do not use the phrase “no comment”
- 11. Set up press times for updates
- 12. Control media location

SAMPLE PRESS RELEASE

FOR IMMEDIATE RELEASE

[Date]

[School Name] [School Address] [City, State, Zip Code] [Phone Number] [Email Address] [Website]

EMERGENCY RESPONSE PLAN ACTIVATED AT [SCHOOL NAME]

[City, State] — [Date] — In response to [brief description of the emergency or disaster], [School Name] has activated its emergency response plan to ensure the safety and well-being of students, staff, and the school community.

[Situation Overview]

[Provide a brief overview of the emergency or disaster, including key details such as the nature of the incident, any immediate actions taken, and the current status of the situation.]

[Immediate Actions Taken]

- [Detail the immediate actions taken by the school administration and emergency response team to address the situation. This may include evacuation procedures, communication protocols, and coordination with local authorities.]

[Communication with Parents and Guardians]

[Highlight how the school has communicated and will continue to communicate with parents and guardians. Include information on the designated communication channels, updates, and instructions for parents to follow.]

[Student and Staff Safety Measures]

- [Outline safety measures implemented for students and staff, such as evacuation routes, designated assembly areas, and any other relevant safety protocols.]

[Coordination with Emergency Services]

- [Describe the school's collaboration with local emergency services, including any assistance provided or received, and the ongoing coordination efforts.]

[Recovery Efforts]

[Address any ongoing recovery efforts, including support services for affected individuals, plans for resuming normal school activities, and resources available for counseling or assistance.]

[Community Support]

[Include information about any community support initiatives, volunteer opportunities, or resources available to those affected by the emergency or disaster.]

[Media Contact]

[Your Name] [Your Title] [Phone Number] [Email Address]

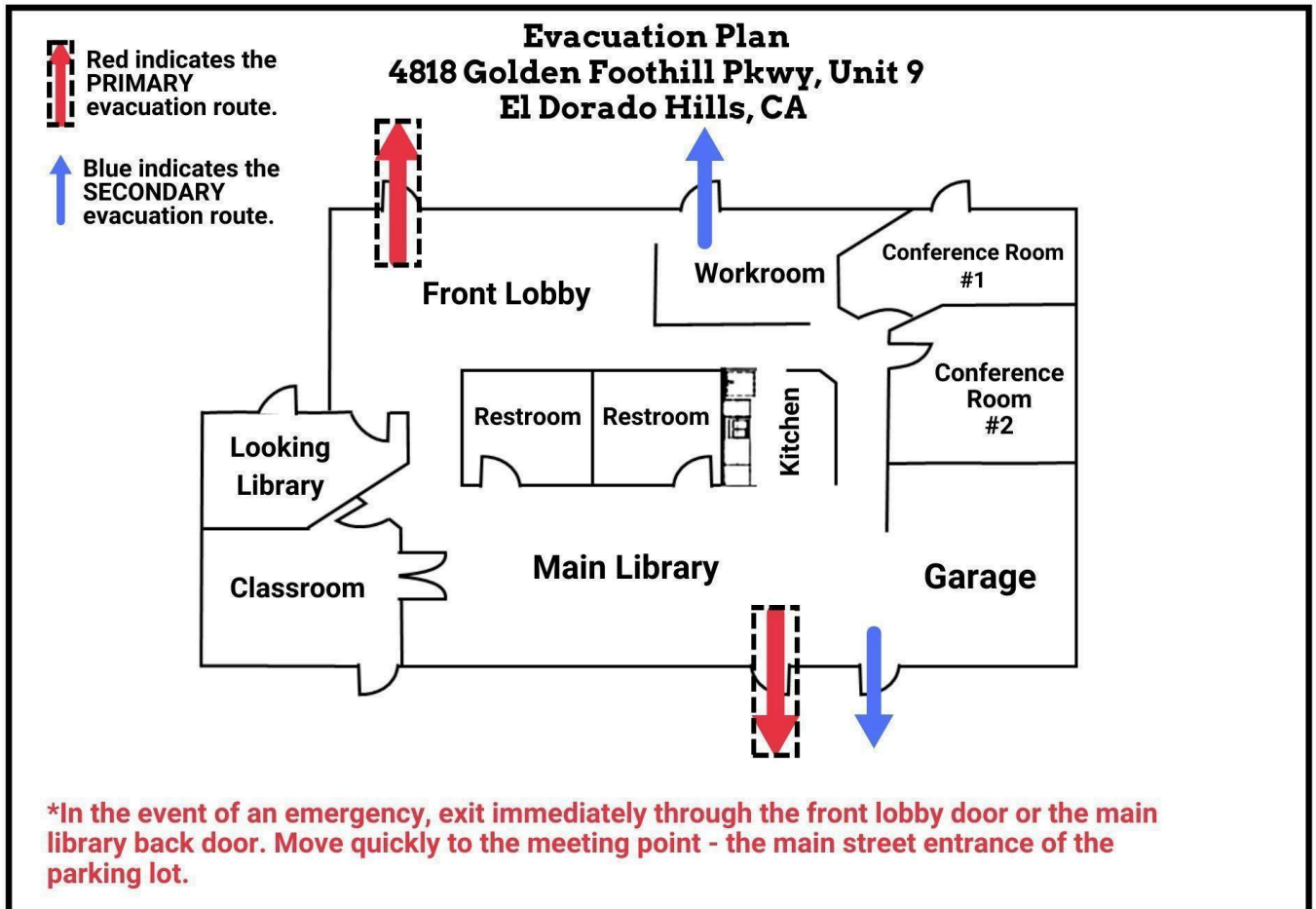
[Additional Resources]

[Include contact information for relevant emergency services, local authorities, or other organizations that can provide additional information or support.]

[About [School Name]]

[Provide a brief overview of the school, highlighting its commitment to safety, community, and the well-being of students and staff.]

Appendix C: Resource Center Evacuation Plan



Appendix D: Notice of Non-Discrimination and Non-Discrimination/Harassment Policy

NON-DISCRIMINATION NOTICE AND NON-DISCRIMINATION/HARASSMENT POLICY

NOTICE OF NON-DISCRIMINATION

Clarksville Charter School “Charter School” prohibits, at any Charter School school or activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, against an individual or group based on one, or a combination of two or more, protected characteristics, which include, but may not be limited to, race or ethnicity; ancestry; color; ethnic group identification; nationality; national origin; immigration status; sex; sexual orientation; sex stereotypes; gender; gender identity; gender expression; religion; disability; medical condition; genetic information; pregnancy, false pregnancy, childbirth, termination of pregnancy, or related conditions or recovery; and parental, marital, and family status; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

For questions, concerns, or complaints regarding compliance, please contact:

Deanna Moreno
Director of Human Resources
3101 Zinfandel Dr. Suite 350
Rancho Cordova, CA 95670
916-957-5709

Claims of discrimination by students in programs or activities conducted by the School must be processed in accordance with the School’s Uniform Complaint Procedures (“UCP”) required by the California Code of Regulations. 5 C.C.R. § 4610.

ADA/Title II Coordinator: Deanna Moreno

Section 504 Coordinator: Leah Wall

leah.wall@sequoiagrovesd.org

4818 Golden Foothill Pkwy Suite #9, El Dorado Hills, CA 95762

916-313-4730

NON-DISCRIMINATION/HARASSMENT POLICY

BP 0410 & 5145.3 Approved: 02/24/21 Revised: 9/11/25, v5

This policy shall apply to all acts constituting unlawful discrimination or harassment related to Charter School activity or attendance, to acts which occur off the location of the Resource Center or outside of Charter School-related or Charter School-sponsored activities but which may have an impact or create a hostile environment at school, and to all acts of the Board and the Executive Director or designee in enacting policies and procedures that govern the Charter School.

The Board prohibits, at any Charter School school or activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, against an individual or group based on one, or a combination of two or more, protected characteristics, which include, but may not be limited to, race or ethnicity; ancestry; color; ethnic group identification; nationality; national origin; immigration status; sex; sexual orientation; sex stereotypes; gender; gender identity; gender expression; religion; disability; medical condition; genetic information; pregnancy, false pregnancy, childbirth, termination of pregnancy, or related conditions or recovery; and parental, marital, and family status; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

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

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

Because unlawful discrimination could occur when disciplining students, including suspension and expulsion, the Executive Director or designee shall ensure that staff enforce discipline rules fairly, consistently, and in a non-discriminatory manner.

The Board also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigates, participates, or refuses to participate in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The Executive Director or designee shall facilitate students' access to the educational program by publicizing the Charter School's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. In addition, the Executive Director or designee shall post the Charter School's policies prohibiting discrimination, harassment, intimidation, and bullying, and other required information on the Charter School's website in a manner that is easily accessible to parents/guardians and students, in accordance with law and the accompanying administrative regulation. (Education Code 234.1, 234.6; 34 CFR 106.8)

The Executive Director or designee shall provide training and/or information on the scope and use of the policy and complaint procedures and take other measures designed to increase understanding of the requirements of law related to discrimination. The Executive Director or

designee shall regularly review the implementation of the Charter School's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the Charter School's educational program. The Executive Director or designee shall report the findings and recommendations to the Board after each review.

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

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

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

When appropriate, based on the severity or pervasiveness of the bullying, the Executive Director or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

Complaints alleging unlawful discrimination in Charter School programs and activities shall be investigated and resolved in accordance with Board Policy 1312.3 - Uniform Complaint Procedures, when required by law. However, complaints alleging sexual harassment under Title IX shall be investigated and resolved in accordance with the procedures specified in Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures.

Record-Keeping

The Executive Director or designee shall maintain a record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, to enable the Charter School to monitor, address, and prevent repetitive prohibited behavior in Charter School schools.

Bullying

Cyber sexual bullying involves 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 effects described in (1) – (4) above. A photograph or other visual recording 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.

Social media bullying involves bullying through forums for social media, such as the internet websites with free registration and ease of registration, internet websites offering peer-to-peer instant messaging (such as Snapchat, Tox, FireChat, Orbit, Bleep), internet websites offering comment forums (such as Facebook, Twitter, Reddit), and internet websites offering image or video posting platforms (such as YouTube, Instagram, Twitch, Imgur).

Body shaming: the action or practice of mocking or stigmatizing someone by making critical comments about the shape, size, or appearance of their body.

ADMINISTRATIVE REGULATION: NON/DISCRIMINATION/HARASSMENT

The Charter School designates the individual(s) identified below as the Compliance Officer(s). The employee(s) are responsible for coordinating the Charter School's efforts to comply with applicable state and federal civil rights laws and to answer inquiries regarding the Charter School's nondiscrimination policies. The individual(s) shall also serve as the Compliance Officer(s) specified in Administrative Regulation 1312.3 - Uniform Complaint Procedures as the responsible employee to handle complaints alleging unlawful discrimination of a student, and the Title IX Coordinator and Investigator specified in Administrative Regulation 5145.7 - Sexual Harassment as the responsible employee to handle complaints alleging unlawful sexual harassment, as permitted by law. The Compliance Officer(s) may be contacted at: (Education Code 234.1; 5 CCR 4621)

Deanna Moreno
Chief Human Resources Officer
3101 Zinfandel Dr. Suite 350
Rancho Cordova, CA 95670
916-957-5709

Measures to Prevent Discrimination

To prevent unlawful discrimination, including discriminatory harassment, intimidation, retaliation, and bullying, of students at Charter School schools or activities and to ensure equal access of all students to the educational program, the Executive Director or designee shall implement the following measures:

1. Publicize the Charter School's nondiscrimination policy and related complaint procedures, including the Compliance Officer's contact information, to students,

parents/guardians, employees, volunteers, and the general public by posting them in prominent locations and providing easy access to them through school-supported communications

2. Post the Charter School's policies and procedures prohibiting discrimination, harassment, student sexual harassment, intimidation, bullying, and cyberbullying, including a section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media, in a prominent location on the Charter School's website in a manner that is easily accessible to parents/guardians and students (Education Code 234.1, 234.6)
3. Post the definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8, in a prominent location on the Charter School's website in a manner that is easily accessible to parents/guardians and students (Education Code 234.6)
4. Post in a prominent location on the Charter School website in a manner that is easily accessible to parents/guardians and students information regarding Title IX prohibitions against discrimination based on a student's sex, including the following: (Education Code 221.6, 221.61, 234.6)
 - a. The name and contact information of the school's Title IX Coordinator and Investigator, including the phone number and email address
 - b. The rights of students and the public and the responsibilities of the school under Title IX, including a list of rights as specified in Education Code 221.8 and web links to information about those rights and responsibilities located on the websites of the Office for Equal Opportunity and the U.S. Department of Education's Office for Civil Rights (OCR)
 - c. A description of how to file a complaint of noncompliance under Title IX, which shall include:
 - i. An explanation of the statute of limitations within which a complaint must be filed after an alleged incident of discrimination has occurred and how a complaint may be filed beyond the statute of limitations
 - ii. An explanation of how the complaint will be investigated and how the complainant may further pursue the complaint, including web links to this information on OCR's website
 - iii. A web link to the OCR complaints form and the contact information for the office, including the phone number and email address for the office

- d. A link to the Title IX information included on the California Department of Education's (CDE) website
- 5. Post a link to statewide CDE-compiled resources, including community-based organizations, that provide support to youth who have been subjected to school-based discrimination, harassment, intimidation, or bullying and to their families (Education Code 234.5, 234.6)

Such resources shall be posted in a prominent location on the school's website in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6)

- 6. Provide students with a handbook that contains age-appropriate information that clearly describes the school's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior
- 7. Annually notify all students and parents/guardians of the school's nondiscrimination policy, including its responsibility to provide a safe, nondiscriminatory school environment for all students

The notice shall inform students and parents/guardians that they may request to meet with the Compliance Officer to determine how best to accommodate or resolve concerns that may arise from the Charter School's implementation of its nondiscrimination policies. The notice shall also inform all students and parents/guardians that, to the extent possible, the school will address any individual student's interests and concerns in private.

- 8. Ensure that students and parents/guardians, including those with limited English proficiency, are notified of how to access the relevant information provided in the Charter School's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand

If 15 percent or more of students enrolled in a particular school speak a single primary language other than English, the Charter School's policy, regulation, forms, and notices concerning nondiscrimination shall be translated into that language in accordance with Education Code 234.1 and 48985. In all other instances, the Charter School shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

- 9. Provide to students, employees, volunteers, and parents/guardians age-appropriate training and/or information regarding the Charter School's nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment,

intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them

Such training and information shall include details of guidelines the Charter School may use to provide a discrimination-free environment for all Charter School students.

10. Provide to certificated employees serving students in grades 7-12 information on existing school and community resources related to the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ+) students, or related to the support of students who may face bias or bullying on the basis of any of the actual or perceived characteristics in Penal Code 422.55, including immigration status; Education Code 220; and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation; or association with a person or group with one or more of these actual or perceived characteristics (Education Code 234.1)
11. For the 2025-2026 school year through the 2029-2030 school year, provide annually to certificated employees serving students in grades 7-12 at least one hour of training to support LGBTQ+ cultural competency in accordance with Education Code 218.3
12. At the beginning of each school year, inform Charter School employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is required to intervene if it is safe to do so (Education Code 234.1)
13. At the beginning of each school year, inform each Executive Director or designee of the Charter School's responsibility to provide appropriate assistance or resources to protect students from threatened or potentially discriminatory behavior and ensure their privacy rights

Process for Initiating and Responding to Complaints

Students who feel that they have been subjected to unlawful discrimination described above or in Charter School policy are strongly encouraged to immediately contact the Compliance Officer, Title IX Coordinator and Investigator, Executive Director or designee, or any other staff member. In addition, students who observe any such incident are strongly encouraged to report the incident to the Compliance Officer, Title IX Coordinator and Investigator, or Executive Director, regardless of whether the alleged victim files a complaint.

Any Charter School employee who observes an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, or to whom such an incident is reported, shall report the incident to the Compliance Officer, Title IX Coordinator and Investigator, or Executive Director within one workday, regardless of whether the alleged victim files a complaint.

Any Charter School employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When a report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is made to or received by the Executive Director, Compliance Officer, or Title IX Coordinator and Investigator shall notify the student or parent/guardian of the right to file a formal complaint in accordance with Administrative Regulation 1312.3 - Uniform Complaint Procedures or, for complaints of sexual harassment that meet the federal Title IX definition, Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures. Once notified verbally or in writing, the Compliance Officer or Title IX Coordinator and Investigator shall begin the investigation and shall implement immediate measures necessary to stop the discrimination and ensure that all students have access to the educational program and a safe school environment. Any interim measures adopted to address unlawful discrimination shall, to the extent possible, not disadvantage the complainant or a student who is the victim of the alleged unlawful discrimination.

Any report or complaint alleging unlawful discrimination by the Executive Director or designee, Compliance Officer, Title IX Coordinator and Investigator, or any other person to whom a report would ordinarily be made or complaint filed shall instead be made to or filed with the Executive or designee, who shall determine how the complaint will be investigated.

Support for Intersex, Nonbinary, Transgender, and Gender-Nonconforming Students

Gender refers to a student's sex, and includes a student's gender identity and gender expression. (Education Code 210.7)

Gender identity refers to a student's gender-related identity, appearance, or behavior as determined from the student's internal sense, regardless of whether that gender-related identity, appearance, or behavior is different from that traditionally associated with the student's physiology or assigned sex at birth.

Gender expression refers to a student's gender-related appearance and behavior, regardless of whether stereotypically associated with the student's assigned sex at birth. (Education Code 210.7)

Gender transition refers to the process in which a student changes from living and identifying as the sex assigned to the student at birth to living and identifying as the sex that corresponds to the student's gender identity.

Gender-nonconforming refers to when a student's gender expression differs from stereotypical expectations.

Intersex refers to when a student has natural bodily variations in anatomy, hormones, chromosomes, and other traits that differ from expectations generally associated with female and male bodies.

Nonbinary refers to when a student's gender identity falls outside of the traditional conception of strictly either female or male, regardless of whether the student identifies as transgender, was born with intersex traits, uses gender-neutral pronouns, or uses agender, genderqueer, pangender, gender nonconforming, gender variant, or such other more specific term to describe their gender.

Sex refers to the biological condition of being a female or male human being. (5 CCR 4910)

Transgender refers to when a student's gender identity is different from the sex assigned at birth.

The Charter School shall ensure that all students, regardless of sex, gender, gender identity, or gender expression, are afforded the same rights, benefits, and protections provided to students by law and Board policy. To do so, the Executive Director or designee shall address each situation that arises on a case-by-case basis and in accordance with the following guidelines:

1. **Acceptance of a Student's Gender Identity:** The Charter School shall accept the student's assertion of the student's gender identity and treat the student consistent with that gender identity unless Charter School personnel present a credible and supportable basis for believing that the student's assertion is for an improper purpose
2. **Use of Names and Pronouns:** Upon request by a student, Charter School personnel shall address the student by the requested name and pronoun(s), without the necessity of a court order or a change to the student's mandatory permanent student record
Inadvertent slips or honest mistakes by Charter School personnel in the use of the student's name and/or pronouns may not constitute a violation of this administrative regulation or the accompanying Board policy.
3. **Adherence to Uniforms/Dress Code:** A student has the right to dress in a manner consistent with the student's gender identity, subject to any dress code adopted on a school site, which may not discriminate on the basis of sex, gender, gender identity, or gender expression
4. **Equal Access to Educational Programs and Activities:** Upon request by a student based on the student's gender identity or gender expression, the Compliance Officer shall identify and develop strategies for ensuring that the student's access to educational programs and activities is maintained

The Compliance Officer shall consider the rights of all students and how those rights

may affect and be affected by the rights of other students. Additionally, the Compliance Officer shall identify the school counselors to whom the student may report any problem related to the student's sex, gender, gender identity, or gender expression so that prompt action can be taken to address it. Alternatively, if appropriate and desired by the student, the school may form a support team for the student that will meet periodically to assess whether the arrangements for the student are providing equal access to programs and activities.

5. **Right to privacy:** A student's sex, gender, gender identity, and gender status are private information

The Charter School may only disclose such information to others when the disclosure is permitted by law, with the student's prior written consent, or when the Charter School has compelling evidence that disclosure is necessary to preserve the student's physical or mental well-being. (Education Code 220.3, 220.5; 34 CFR 99.31, 99.36)

6. **Student Records:** A student's sex and legal name shall be maintained as part of a student's mandatory permanent student record as specified in 5 CCR 432 and shall only be changed with proper documentation (Education Code 49061-49072)

When a request to change a student's gender or name is submitted without proper documentation, any change to the student's gender or name shall be applied only to documents not included in the mandatory permanent student record, such as attendance sheets, report cards, and school identification.

The Executive Director, or designee, shall follow this guideline such that it does not change or alter the obligations of the school to maintain student records.

The Charter School prohibits any act of verbal, nonverbal, or physical aggression, intimidation, or hostility, including any such act based on sex, gender, gender identity, or gender expression, or that have the purpose or effect of producing a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment, regardless of whether the acts are sexual in nature, including, but not limited to:

1. Refusing to address or refer to a student in a manner consistent with the student's gender identity
2. Disciplining a student or excluding the student from participating in activities, for behavior or appearance that is consistent with the student's gender identity or that does not conform to stereotypical notions of masculinity or femininity
3. Disclosing student records that reveal a student's gender identity to individuals

who do not have a legitimate need for the information, except as permitted by law

4. Verbally or physically assaulting a student because of the student's sex, gender, gender identity, or gender expression, including, but not limited to, causing, attempting to cause, threatening to cause, or participating in an act of hate violence on the basis of sex, gender, gender identity, or gender expression

Appendix E: Title IX Sexual Harassment Policy and Grievance Procedures

Title IX Sexual Harassment Complaint Procedures

BP: 4119.12 Adopted: 02/25/21 Revised: 9/11/25 v5

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

The Clarksville Charter School (Charter School) complies with Title IX of the Educational Amendments of 1972 as well as the Title IX regulations released by the Department of Education on January 20, 2025. This policy prohibits all forms of sexual and gender-based harassment and discrimination. This policy also covers sexual misconduct that does not fall within the scope.

Title IX of the Education Amendments of 1972 is indeed a federal civil rights law that prohibits discrimination based on sex in any educational program or activity that receives federal financial assistance. It covers a wide range of issues, including, but not limited to, sex discrimination, sexual harassment, sexual assault, dating violence, domestic violence, pregnancy, and stalking. Under Title IX, educational institutions are required to respond promptly and effectively to reports of sexual harassment and sexual violence. Additionally, Title IX mandates that Charter Schools must have grievance procedures in place for addressing complaints of sex discrimination and sexual misconduct.

Each complaint a Charter School receives alleging sexual harassment should be examined to determine which grievance procedures need to be followed. Some complaints might involve multiple grievance procedures.

DEFINITIONS:

Actual knowledge means notice of sexual harassment or allegations of sexual harassment to the Charter School's Title IX Coordinator and Investigator, any official of the Charter School who has the authority to institute corrective measures on behalf of the Charter School, or any other employee. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only official of the Charter School with actual knowledge is the individual accused of harassment ("Accused"). The mere ability or obligation to report sexual harassment or to inform a student about how to report sexual harassment, or having been trained to do so, does not qualify an individual as one who has the authority to institute corrective measures on behalf of the Charter School. "Notice" as used in this paragraph includes, but is not limited to, a report of sexual harassment to the Title IX Coordinator and Investigator as described in 34 C.F.R. § 106.8(a).

Complainant means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

Education program or activity Per § 106.44(a): An education program or activity includes locations, events, or circumstances over which the recipient exercised substantial control over both the Respondent and the context in which the sexual harassment occurs, and also includes any building owned or controlled by a student organization that is officially recognized by a postsecondary

institution. At the time of filing the formal complaint, the Complainant must be participating or attempting to participate in the recipient's education program or activity.

Formal complaint means a document filed by a complainant or signed by the Title IX Coordinator and Investigator alleging sexual harassment against an accused and requesting that the Charter School investigate the allegation of sexual harassment.

- At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the education program or activity of the Charter School with which the formal complaint is filed.
- A formal complaint may be filed with the Title IX Coordinator and Investigator in person, by mail, or by electronic mail, by using the contact information required to be listed for the Title IX Coordinator and Investigator, and by any additional method designated by the Charter School. The phrase "*document filed by a complainant*" means a document or electronic submission (such as by electronic mail or through an online portal provided for this purpose by the Charter School) that contains the complainant's physical or digital signature or otherwise indicates that the complainant is the person filing the formal complaint.
- Where the Title IX Coordinator and Investigator sign a formal complaint, the Title IX Coordinator and Investigator are not a complainant or otherwise a party.

Notice results whenever any elementary and secondary Charter School employee, any Title IX Coordinator and Investigator, or any official with authority: witnesses sexual harassment; hears about sexual harassment or sexual harassment allegations from a complainant (i.e., a person alleged to be the victim) or a third party (e.g., the complainant's parent, friend, or peer); receives a written or verbal complaint about sexual harassment or sexual harassment allegations; or by any other means.

Definitions of Sexual harassment: Sexual harassment broadly includes any of three types of misconduct on the basis of sex, all of which jeopardize the equal access to education that Title IX is designed to protect:

1. "Quid pro quo" by an employee of the Charter School conditioning the provision of aid, benefit, or service of the Charter School on an individual's participation in unwelcome sexual conduct;
2. "Hostile Environmental Sexual Harassment" is unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the Charter School's education program or activity; or Conduct on the basis of sex under one of the following:
 - a. "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v): includes
 - Forcible and nonforcible sex offenses
 - Dating violence as defined in 34 U.S.C. 12291(a)(10)
 - Domestic violence as defined in 34 U.S.C. 12291(a)(8)
 - Stalking as defined in 34 U.S.C. 12291(a)(30)

GENERAL RESPONSE TO SEXUAL HARASSMENT

When any employee receives notice from a student or employee of sexual harassment or allegations of sexual harassment, the recipient is deemed to have actual knowledge, thereby triggering the recipient's duty to promptly respond. Employees are considered officials with the authority to institute corrective measures, and Charter Schools may not exempt any classification of employees, such as counselors or classified employees.

Suppose the Charter School has actual knowledge of sexual harassment in an education program or activity of the Charter School against a person in the United States. In that case, the Charter School must respond promptly in a manner that is not deliberately indifferent. A Charter School is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.

Title IX Team:

Any individual designated by the Charter School as a Title IX Coordinator and Investigator, Decision-maker, or any person designated by the Charter School to facilitate an informal resolution process, shall not have a conflict of interest or bias for or against complainants or those accused generally or an individual complainant or accused. The Charter School shall ensure that the Title IX Coordinator and Investigator, Decision-Maker, and any person who facilitates an informal resolution process, receive training on the definition of sexual harassment, the scope of the Charter School's education program or activity, how to conduct an investigation and grievance process, including hearings, appeals, and informal resolution processes, as applicable, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias. The Charter School shall ensure that the decision-maker receives training on any technology to be used at a live hearing and on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, as set forth below. The Charter School also ensures that investigators receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence, as set forth below. Any materials used to train the Title IX Coordinator and Investigator, decision-makers, and any person who facilitates an informal resolution process must not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints of sexual harassment.

Title IX Coordinator and Investigator - Deanna Moreno

Email - deanna.moreno@sequoiagrove.org

Phone Number - (916) 957-5709

Title IX- Decision Maker - Shannon Breckenridge

Email - shannon.breckenridge@sequoiagrove.org

Phone Number- (916) 521-1793

Title IX Appeals Officer - Jenell Sherman

Email- jenell.sherman@sequoiagrove.org

Phone Number - (916) 532-5923

Title IX Advisor - Darcy Belleza

Email - darcy.belleza@sequoiagrove.org

Phone Number - (530) 927-5137

Title IX Team: Informal Resolution Process Facilitator - Deanna Moreno

Email - deanna.moreno@sequoiagrove.org

Phone Number - (916) 957-5709

MEETING WITH COMPLAINANT

The Title IX Coordinator and Investigator:

- Promptly schedules a meeting with the Complainant and listens to allegations and concerns
- If Complainant describes sexual harassment allegations, the Title IX Coordinator and Investigator explains the Title IX grievance process
- Informs Complainant of the right to file or not to file a formal complaint and the right to supportive measures, even if a formal complaint is not filed
- If no formal complaint is filed, the Title IX Coordinator and Investigator informs the Complainant of the right to file a formal complaint at a later time. The Title IX Coordinator and Investigator also assesses, despite the Complainant's decision, whether to independently initiate a complaint if the failure to initiate an investigation would be clearly unreasonable considering the circumstances (e.g., based on a safety threat)
- If a formal complaint is filed, the Title IX Coordinator and Investigator gathers the signature of the Complainant, parent/guardian, and/or Title IX Coordinator and Investigator
- Informs Complainant of the right to request an informal resolution process after submission of a formal complaint and the right to exit the informal resolution process at any time
- If a formal complaint is filed, the Title IX Coordinator and Investigator determines if the complaint falls within the scope of mandatory dismissal and simultaneously informs the Complainant and Respondent in writing
- Best practice to provide a written summary of the intake meeting to the Complainant

SUPPORTIVE MEASURES

The following supportive measures are available to complainants and those accused:

Upon receipt of an informal or formal complaint of sexual harassment, the Title IX Coordinator and Investigator will promptly contact the complainant to discuss the availability of supportive measures. The Title IX Coordinator and Investigator will consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint of sexual harassment, and explain the process for filing a formal complaint of sexual harassment.

Supportive measures mean non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the accused before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the Charter School's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the Charter School's educational environment or deter sexual harassment.

Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The Charter School must maintain as confidential any supportive measures provided to the complainant or accused, to the extent that maintaining such confidentiality would not impair the Charter School's ability to provide the supportive measures. The Title IX Coordinator and Investigator is responsible for coordinating the effective implementation of supportive measures.

ADVISOR OF CHOICE

Upon the notice of allegations, the written notice shall inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence. The written notice must inform the parties of any provision in the Charter School's code of conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

EMERGENCY REMOVAL

The Charter School may remove an accused from the Charter School's education program or activity on an emergency basis, provided that the Charter School undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal and provides the accused with notice and an opportunity to challenge the decision immediately following the removal.

ADMINISTRATIVE LEAVE

The Charter School may place an accused non-student employee on administrative leave during the pendency of a grievance process identified below. This administrative leave option cannot be construed to modify any rights under Section 504 or the Americans with Disabilities Act.

RESPONSE TO A FORMAL COMPLAINT

In response to a formal complaint, a Charter School must follow the grievance process outlined below. With or without a formal complaint, a Charter School must comply with the Charter School's General Response to Sexual Harassment process identified above.

GRIEVANCE PROCESS FOR FORMAL COMPLAINTS OF SEXUAL HARASSMENT:

Basic Requirements

1. **Equitability:** Per §106.45(b)(1)(i), treat Complainant and Respondent equitably in the grievance process and related to remedies and sanctions, if any
2. **Objective Evaluation:** Of all relevant evidence, including inculpatory and exculpatory evidence
3. **Credibility Decisions:** Cannot make credibility decisions based on a person's status as Complainant, Respondent, or witness
4. **Presumption:** The Charter School shall include a presumption that the accused is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.
5. **Time Frames:** The Charter School shall include reasonably prompt time frames for the conclusion of the grievance process, including reasonably prompt time frames for filing and resolving appeals and informal resolution processes if the Charter School offers informal resolution processes and a process that allows for the temporary delay of the grievance process or the limited extension of time frames for good cause with written notice to the complainant and the accused of the delay or extension and the reasons for the action. Good causes may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.

NOTICE OF ALLEGATIONS

- Provide Notice of Allegations to Each Party:

- Identification of relevant Board Policies & Administrative Regulations that contain the grievance process and informal resolution process
- Identification of the standard of evidence
- Right to inspect and review evidence
- Notice of allegations with sufficient details, including:
 - Identification of the parties
 - Description of alleged conduct allegedly constituting sexual harassment and the date and location of the alleged incident
- Review Sample Notice Allegations
- Additional Items in Notice of Allegations:
 - Identification of potential policy violations (not just Title IX)
 - Identification of the range of possible disciplinary sanctions and remedies
 - A statement that the Respondent is presumed not responsible
 - Notification that a determination of responsibility will be made at the conclusion of the grievance process
 - Notification that each party may have an advisor of choice, who may be an attorney
 - Prohibition against parties knowingly making false statements or knowingly submitting false information
- If additional allegations are discovered, provide a written Notice of Additional Allegations
- Provide written notice of any changes in the process, including:
 - Delays
 - Meetings
 - Interviews
 - Hearings
 - Appeals
 - Decisions
 - Other

DISMISSAL OF A FORMAL COMPLAINT

Required Dismissal

The Charter School shall investigate the allegations in a formal complaint. If the conduct alleged in the formal complaint would not constitute sexual harassment as defined above even if proven, did not occur in the Charter School's education program or activity, or did not occur against a person in the United States, then the Charter School must dismiss the formal complaint with regard to that conduct for purposes of sexual harassment under Title IX and implemented regulations; such a dismissal does not preclude action under another provision of the Charter School's code of conduct, board policy or California law.

Permissive Dismissal

The Charter School may dismiss the formal complaint or any allegations therein, if at any time during the investigation or hearing:

- A complainant notifies the Title IX Coordinator and Investigator in writing that the complainant would like to withdraw the formal complaint or any allegations therein;
- The accused is no longer enrolled or employed by the Charter School; or specific circumstances prevent the Charter School from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

Upon a dismissal described above, the Charter School must promptly send written notice of the dismissal and reason(s) therefore simultaneously to the parties.

CONSOLIDATION OF FORMAL COMPLAINTS

A Charter School may consolidate formal complaints as to allegations of sexual harassment against more than one accused, or by more than one complainant against one or more accused, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances. Where a grievance process involves more than one complainant or more than one accused, references in this policy to the singular “party,” “complainant,” or “respondent” include the plural, as applicable.

Investigation of a Formal Complaint

When investigating a formal complaint and throughout the grievance process, the Charter School shall do the following:

- **Presume Responsibility**

Charter School must presume that the Respondent is not responsible for the alleged conduct.

- **Gather Evidence**

Ensure that the burden of proof and the burden of gathering evidence sufficient to reach determination regarding responsibility rest on the Charter School and not on the parties provided that the Charter School cannot access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party unless the Charter School obtains that party's voluntary, written consent to do so for a grievance process under this policy. If a student is under the age of 18, the Charter School must obtain the voluntary, written consent of the student's parent/guardian/education rights holder.

- **Provide a Written Notice with Time to Prepare**

Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate.

- **Provide Equal Opportunity for Parties**

Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence. To have an advisor present for any meeting, interview, or hearing who may be, but is not required to be, an attorney, and not limit the choice or presence of an advisor for either the complainant or the accused in any meeting or grievance proceeding.

- **Ensure No “Gag” Orders or Directives**

Cannot restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence. Likely can direct parties and witnesses not to tamper with evidence.

- **Provide Equal Opportunity to Inspect and Review Evidence**
Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint, including the evidence upon which the Charter School does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source so that each party can meaningfully respond to the evidence before the conclusion of the investigation.
- **Prepare and Share Draft Report of Evidence**
Prior to completion of the investigative report, the Charter School must send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least 10 days to submit a written response, which the investigator will consider prior to completion of the investigative report. The Charter School must make all such evidence subject to the parties' inspection and review available at any hearing to give each party equal opportunity to refer to such evidence during the hearing, including for purposes of cross-examination; Consider and incorporate new information and responses in the Final Investigative Report
- **Investigator Prepares Final Investigative Report**
Create an investigative report that fairly summarizes relevant evidence
- **Provide Investigate Report to Parties**
At least 10 days prior to a hearing (if a hearing is required under this policy or otherwise provided) or other time of determination regarding responsibility, send to each party and the party's advisor, if any, the investigative report in an electronic format or a hard copy, for their review and written response. Review parties' written response(s), revise the investigation report if needed, and attach written response(s) to the Investigative Report
- **Written Questions Between Parties**
Before making a decision, the Decision-Maker will facilitate:
After the Charter School has sent the investigative report to the parties and before reaching a determination regarding responsibility, the decision-maker(s) must afford each party the opportunity to submit written, relevant questions that a party wants to be asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the accused committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the accused and are offered to prove consent. The decision-maker(s) must explain to the party proposing the questions any decision to exclude a question as not relevant.
- **Determination Regarding Responsibility**
 - Decision-maker must be trained to rule on the relevance of questions and repetitive question

- Must understand the “preponderance of the evidence” or “clear and convincing evidence” standard
- **Written determination must include**
 - Findings of fact supporting the determination.
 - Conclusions regarding the application of the Charter School's code of conduct to the facts.
 - A statement of, and rationale for, the result of each allegation, including a determination regarding responsibility, any disciplinary sanctions the Charter School imposes on the accused, and whether remedies designed to restore or preserve equal access to the Charter School's education program or activity will be provided by the Charter School to the complainant; and
 - If the Decision-Maker finds responsibility, the written decision should include recommendations for disciplinary sanctions for the Respondent, remedies to the Complainant, and how to file an appeal.

INFORMAL RESOLUTION PROCESS

The Charter School may not require, as a condition of enrollment or continuing enrollment, employment or continuing employment, or enjoyment of any other right, waiver of the right to an investigation and adjudication of formal complaints of sexual harassment consistent with this policy. Similarly, the Charter School may not require the parties to participate in an informal resolution process under this policy and may not offer an informal resolution process unless a formal complaint is filed. However, at any time prior to reaching a determination regarding responsibility, the Charter School may facilitate an informal resolution process, such as mediation, that does not involve a full investigation and adjudication, provided that the Charter School:

Provides both parties with a written notice disclosing:

1. The allegations, the requirements of the informal resolution process, including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared;
2. Obtains the parties' voluntary, written consent to the informal resolution process; and
3. Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

RECORDKEEPING

A recipient must maintain for a period of seven years, including records of:

1. Each sexual harassment investigation, including any determination regarding responsibility and any audio or audiovisual recording or transcript of any hearing (if applicable), any disciplinary sanctions imposed on the accused, and any remedies provided to the complainant, is designed to restore or preserve equal access to the Charter School's education program or activity.

A recipient must maintain for a period of seven years, including records of:

1. Any appeal and the result therefrom

2. Any informal resolution and the result therefrom; and
3. All materials used to train Title IX Coordinator and Investigator, decision-makers, and any person who facilitates an informal resolution process. The Charter School must make these training materials publicly available on its website, or if the Charter School does not maintain a website, the Charter School must make these materials available upon request for inspection by members of the public.

For each response to a formal complaint required by this policy, the Charter School must create and maintain, for a period of seven years, records:

1. Of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.
2. In each instance, the Charter School must document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the Charter School's education program or activity. If a Charter School does not provide a complainant with supportive measures, then the Charter School must document the reasons why such a response was not clearly unreasonable in light of the known circumstances. The documentation of certain bases or measures does not limit the Charter School from providing additional explanations or detailing additional measures taken in the future.

RETALIATION

Retaliation Prohibited

No recipient or other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in an investigation, proceeding, or hearing.

Avoiding the Title IX Process May Be Retaliation

If the alleged behavior falls under Section 106.30 definitions, a recipient cannot use the student conduct process as a way to avoid the rigorous Title IX grievance procedures; such a decision may constitute retaliation.

Retaliation Complaints Filed Under Same Process

Retaliation complaints may be filed under Section 106.8(c) grievance process.

Confidentiality Required by Recipient

The recipient must keep the identity of Complainant, Respondent, and witness(es) confidential unless required by law, or as necessary to carry out Title IX proceedings." Regulations imply that the improper release of this confidential information could result in retaliation.

First Amendment Rights

Parties exercising their 1st Amendment rights do not constitute retaliation under Section 106.71(a)

False Statement Charge

Recipient charging an individual with making a false statement in bad faith during the Title IX process is not retaliation. A responsibility determination (or no responsibility determination) is not sufficient evidence to conclude that there was a bad-faith false statement

APPEALS

The Charter School shall offer both parties an appeal from a determination regarding responsibility within five (5) days of the issuance of the Written Decision, and from the Charter School's dismissal of a formal complaint or any allegations therein, on the following bases:

1. Procedural irregularity that affected the outcome of the matter.
2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made could affect the outcome of the matter; and
3. The Title IX Coordinator and Investigator, investigators or decision-maker(s) had a conflict of interest or bias for or against a complainant or an accused generally, or the individual complainant or accused that affected the outcome of the matter.

The Title IX Appeals Officer (not Decision-Maker, Title IX Coordinator and Investigator, or investigators) shall issue a written decision on an appeal within thirty (30) days from the receipt of the appeal.

Either party has the right to file a complaint with the U.S. Department of Education's Office for Civil Rights within 180 days of the date of the most recently alleged misconduct.

The complainant shall be advised of any civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal antidiscrimination laws, if applicable.

A recipient may offer an appeal equally to both parties on an additional basis. As to all appeals, the recipient must:

1. Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties.
2. Ensure that the decision-maker(s) for the appeal are not the same person as the decision-maker(s) who reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator and Investigator;
3. Ensure that the decision-maker(s) for the appeal are unbiased and meet the training requirements under Title IX;
4. Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;
5. Issue a written decision describing the result of the appeal and the rationale for the result; and
6. Provide the written decision simultaneously to both parties

CONSEQUENCES

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements, or knowingly submit false information during the grievance process may be subject to disciplinary action up to and including expulsion from Charter School or termination of employment.

The Coordinator is responsible for the effective implementation of any remedies ordered by Charter School in response to a formal complaint of sexual harassment.

NOTICE OF TITLE IX SEXUAL HARASSMENT POLICY

The Charter School shall not discriminate on the basis of sex in any education program or activity that it operates. The prohibition against discrimination on the basis of sex is required by federal law (20 USC 1681-1688; 34 CFR Part 106) and extends to admission and employment. The Charter School also prohibits retaliation against any employee for filing a complaint or exercising any right granted under Title IX.

The Executive Director or designee shall notify employees that the Charter School does not discriminate on the basis of sex as required by Title IX, that the Title IX nondiscrimination requirement extends to employment, and that inquiries about the application of Title IX to the Charter School may be referred to the Charter School's Title IX Coordinator and Investigator and/or to the Assistant Secretary for Civil Rights, U.S. Department of Education. (34 CFR 106.8) See [link](#) for United States Equal Employment Opportunity Commission.

The following employee serves as the Charter School's Title IX Coordinator and Investigator and is responsible for addressing concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment:

Title IX Coordinator and Investigator - Deanna Moreno
3101 Zinfandel Dr. Suite 350 Rancho Cordova, CA 95670
Email - deanna.moreno@sequoiagrove.org
Phone Number - (916) 957-5709

Any individual may report sex discrimination, including sexual harassment, to the Title IX Coordinator and Investigator or any other school employee at any time, including during non-business hours, by mail, phone, or email. During Charter School business hours, reports may also be made in person. Upon receiving an allegation of sexual harassment, the Title IX Coordinator and Investigator shall promptly notify the parties, in writing, of the applicable Charter School complaint procedure.

To view an electronic copy of the Charter School's policies and regulations on sexual harassment, including the grievance process that complies with 34 CFR 106.45, please see Board Policy Sexual Harassment - Title IX Sexual Harassment Complaint Procedures, on the Charter School's [website](#).

To inspect or obtain a copy of the Charter School's sexual harassment policies and administrative regulations, please contact:

Darcy Belleza, Director of Governance and Accountability
Email: darcy.belleza@sequoiagrove.org
Phone Number - (530) 927-5137

Materials used to train the Title IX Coordinator and Investigator, decisionmaker(s), and any person(s) who facilitates an informal resolution process are also publicly available on the Charter School's website or at the Charter School office upon request.

Title IX Sexual Harassment Complaint Form

Instructions: This form can be completed by any individual who has knowledge of sexual harassment conduct occurring within Clarksville Charter School's ("Charter School") education program or activity. Please complete the information below to the best of your ability. Should you need additional space or would like to provide documentation to support the allegations in the complaint, you can attach those to this complaint form. If you have any questions, please contact the Charter School's Title IX Coordinator and Investigator listed below.

Contact Information and Complainant's (Person Making Complaint) Information

Full Name of Person Filing the Complaint:
Address:
Phone: Email:
Complainant's Full Name (if different from above):

Respondent's (Accused) Information

Respondent's Full Name:
Is the accused a student? No Yes
If yes, what is the student's grade and relation to the complainant:
Is the accused a Charter School staff member? No Yes Other
If yes, what is the staff member's relation to the complainant (e.g., teacher)?
If other, what is the affiliation or organization:

Details of Complaint

Date of the Alleged Incident: Location of Alleged Incident:

Please describe the facts underlying your complaint. Provide details such as the names of those involved, the dates of the incident, whether witnesses were present, and the names of any witnesses, etc. Please provide any details that you feel might be helpful to the complaint investigator.

Did the harassment occur within or during the Charter School's program or activity? If so, please describe below:

Did this incident interfere with your ability to access or participate in the Charter School's education program or activity? If so, please describe below:

List the individuals involved in the relevant incident(s):

List any witnesses to the incident(s):

Acknowledgements

By submitting this form to the Charter School's Title IX Coordinator and Investigator, I wish to initiate the Charter School's formal Title IX Grievance Procedures.

Signature of Person Filing Complaint Date

Once you have completed this form, please submit it to:

Title IX Coordinator and Investigator -
Deanna Moreno deanna.moreno@sequoiagrove.org
Phone Number- 530-927-5137

Appendix F: Suspension and Expulsion Policy

Suspension and Expulsion Policy and Regulations BP 5144.1, 5144.2 Adopted: 06/09/18 Revised: 01/29/26, v8

Purpose

The Clarksville Charter School (“School”) Board is committed to promoting student learning while protecting the safety, welfare, and well-being of all students. The School recognizes that a safe, orderly, and supportive environment is essential to educational opportunity and student development.

The School’s standards of conduct and disciplinary procedures are aligned with the framework set forth in Education Code section 48900 et seq. to promote fairness, consistency, and due process.

Scope

Except when otherwise permitted by law, a student may be suspended or expelled only when the behavior is related to a school activity or school attendance occurring within a school under the jurisdiction of the School, including, but not limited to, the following: (Education Code 48900(s))

- While at the Resource Center
- While going to or coming from the Resource Center
- During, while going to, or while coming from a School-sponsored activity

School staff shall enforce the rules concerning suspension and expulsion fairly, consistently, and in accordance with the School’s nondiscrimination policies.

Appropriate Use of Suspension

Except when a student’s act violates Education Code 48900(a)-(e), as listed as Items 1–5 in the accompanying administrative regulation under “Grounds for Suspension and Expulsion: Grades K–12,” or when the student’s presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

The School shall make reasonable efforts to notify parents/guardians as soon as possible when there is an escalating pattern of misbehavior that could lead to suspension.

No student may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

Students shall not be suspended or expelled based solely on a student’s truancy, tardiness, or absenteeism from assigned school activities. (Education Code 48900)

Prohibited Disciplinary Practices

School staff shall not use seclusion or behavioral restraint to control student behavior except as authorized by law when the behavior poses a clear and present danger of serious physical harm to the student, other students, or others, and the danger cannot be immediately prevented by a less restrictive response.

A student has the right to be free from the use of seclusion and behavioral restraints imposed as a means of coercion, discipline, convenience, or retaliation by School staff. This includes, but is not limited to, the right to be free from the administration of a drug to control behavior or restrict freedom of movement when that drug is not a standard treatment for the student's medical or psychiatric condition.

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Executive Director or designee shall recommend expulsion and the Board shall expel any student found to have committed any of the following acts at school or at a school activity off school grounds ("mandatory recommendation and mandatory expulsion"): (Education Code 48915)

- Possessing a firearm that is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated School employee, with the Executive Director or designee's concurrence
- Selling or otherwise furnishing a firearm
- Brandishing a knife at another person
- Unlawfully selling a controlled substance listed in Health and Safety Code section 11053 et seq.
- Committing or attempting to commit a sexual assault as defined in Penal Code sections 261, 266c, 286, 287, 288, or 289 (or former 288a), or committing a sexual battery as defined in Penal Code section 243.4
- Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation, the Executive Director or designee shall have discretion to recommend expulsion. If expulsion is recommended, the Board shall order the student expelled only if it makes one or both of the following findings: (Education Code 48915(b), (e))

- Other means of correction are not feasible or have repeatedly failed to bring about proper conduct; and/or
- Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

A vote to expel a student shall be taken in an open session of a Board meeting. (Education Code 48918(j))

The Board may vote to suspend the enforcement of the expulsion order pursuant to law and the accompanying administrative regulation. (Education Code 48917)

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording due process rights under the law. The Executive Director or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5, 48918)

Maintenance and Monitoring of Outcome Data

The Executive Director or designee shall maintain outcome data related to student suspensions and expulsions in accordance with Education Code sections 48900.8 and 48916.1, including, but not limited to:

the number of students recommended for expulsion; the grounds for each recommendation; whether the student was expelled; whether the expulsion order was suspended; referral types following expulsion; student disposition after the expulsion period; and average expulsion term length, including any extensions.

For any expulsion involving possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USC 7961. Suspension and expulsion data shall be reported to the Board annually and to the California Department of Education when required.

When reporting to the Board and to the California Department of Education, the Executive Director or designee shall disaggregate suspension and expulsion data by school and by numerically significant student subgroups, including, but not limited to: ethnic subgroups; socioeconomically disadvantaged students; English learners; long-term English learners; students with exceptional needs; foster youth; and students experiencing homelessness. Based on the data, the Board shall address any identified disparities in discipline and shall determine whether and how the School is meeting its school climate goals as specified in its Local Control and Accountability Plan.

ADMINISTRATIVE REGULATION 5144.1 SUSPENSION AND EXPULSION/DUE PROCESS

Definitions

Suspension means removal of a student from ongoing instruction for adjustment purposes.

Expulsion means removal of a student from the immediate supervision and control or the general supervision of school personnel. (Education Code 48925)

Notice of Regulations

At the beginning of each school year, the Executive Director or designee shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, including suspension and expulsion. (Education Code 35291, 48900.1, 48980)

Grounds for Suspension and Expulsion: Grades K–12

A student may be suspended or expelled only for the acts listed below:

1. Caused, attempted to cause, or threatened physical injury; used force or violence except in self-defense; or aided/abetted a violent crime (Education Code 48900(a), (t))
2. Possessed, sold, or furnished a firearm, knife, explosive, or dangerous object without written permission (Education Code 48900(b))
3. Unlawfully possessed, used, sold, furnished, or was under the influence of a controlled substance, alcohol, or intoxicant (Education Code 48900(c))
4. Offered, arranged, or negotiated to sell a controlled substance, alcohol, or intoxicant, then furnished a substitute (Education Code 48900(d))
5. Committed or attempted robbery or extortion (Education Code 48900(e))

6. Caused or attempted to cause damage to school or private property (Education Code 48900(f))
7. Stole or attempted to steal school or private property (Education Code 48900(g))
8. Possessed or used tobacco or nicotine products, except prescription products (Education Code 48900(h))
9. Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i))
10. Unlawfully possessed, offered, arranged, or negotiated to sell drug paraphernalia (Education Code 48900(j))
11. Knowingly received stolen property (Education Code 48900(l))
12. Possessed an imitation firearm (Education Code 48900(m))
13. Committed or attempted sexual assault or committed sexual battery (Education Code 48900(n))
14. Harassed, threatened, or intimidated a witness (Education Code 48900(o))
15. Offered, arranged, negotiated to sell, or sold Soma (Education Code 48900(p))
16. Engaged in or attempted hazing (Education Code 48900(q))
17. Engaged in bullying, including electronic acts, sexual harassment, hate violence, or harassment/threats/intimidation that meet the statutory definition (Education Code 48900(r))
18. Aided or abetted the infliction or attempted infliction of physical injury (Education Code 48900(t))
19. Made terrorist threats (Education Code 48900.7)

Bullying Definitions

- **Bullying** includes severe or pervasive physical, verbal, written, or electronic acts that reasonably cause fear of harm, detrimental health effects, or substantial interference with academic participation (Education Code 48900(r)).
- **Electronic act** includes creating or transmitting messages, images, sounds, or social media posts, including burn pages, credible impersonations, or false profiles.
- **Burn page:** a website created to cause the bullying effects described above.
- **Credible impersonation:** knowingly impersonating a student without consent for bullying.
- **False profile:** a fictitious or misappropriated profile used for bullying.
- An electronic act is not “pervasive” solely because it appears online.

Racist Bullying

When a student is disciplined for racist bullying, harassment, or intimidation, the Executive Director or designee may implement restorative justice practices, require participation in a culturally sensitive program, and shall check on the victim to ensure no long-lasting mental health effects (Education Code 48900.5).

Additional Grounds for Suspension and Expulsion: Grades 4-12

A student in grades 4-12 shall be subject to suspension or recommendation for expulsion when it is determined that the student:

A student in grades 4–12 may also be suspended or recommended for expulsion for:

1. **Sexual harassment** that is severe or pervasive enough to negatively impact academic performance or create a hostile environment (Education Code 212.5, 48900.2)
2. **Hate violence** as defined in Education Code 233 (Education Code 48900.3)
3. **Harassment, threats, or intimidation** that materially disrupt classwork or create a hostile environment (Education Code 48900.4)

Authority and Types of Discipline

Suspension from Class by a Teacher, Including Virtual Teachers

1. A teacher may suspend a student from their class for the remainder of the day and the next day for any act listed in Education Code 48900 or for disruption/willful defiance (Education Code 48910).
2. The teacher shall immediately report the action to the Program Director or designee and send the student for appropriate action. A parent-teacher conference shall be requested as soon as possible. A student may not return to class during the suspension without approval of the teacher and Program Director. The teacher may require completion of missed assignments (Education Code 48913).

Suspension by Executive Director or Designee

The Executive Director or designee shall immediately suspend any student who commits an act for which recommendation for expulsion is mandatory under Education Code 48915(c). These include, but are not limited to, possession of a firearm, brandishing a knife, selling a controlled substance, committing or attempting sexual assault or battery, or possessing an explosive.

Suspension may be imposed for a first offense when the student has violated any of Items 1–5 under “Grounds for Suspension and Expulsion: Grades K–12,” or when the student’s presence constitutes a danger to persons or property, consistent with Education Code 48900.5. These items include physical injury, possession of dangerous objects, controlled substance violations, robbery/extortion, and property damage.

For all other violations, suspension may be imposed only after other means of correction have failed to bring about proper conduct, and such interventions must be documented in the student’s record (Education Code 48900.5). Other means of correction may include, but are not limited to, counseling, restorative practices, behavior contracts, parent conferences, or supervised suspension programs (Education Code 48900.5(b)).

Prior to suspension, the Executive Director or designee shall conduct an informal conference with the student and, when practicable, the referring employee, during which the student shall be informed of the reason for the disciplinary action, the evidence, and the prior corrective measures attempted. The student must be given the opportunity to present their version of events (Education Code 48911(b)). This conference may be waived only in an emergency situation involving a clear and present danger to the lives, safety, or health of students or staff (Education Code 48911(c)).

A suspension may not exceed five consecutive school days (Education Code 48911(a)). A student may not be suspended for more than 20 school days in a school year, unless the student enrolls in or is transferred to another school for adjustment, in which case the limit may extend to 30 school days (Education Code 48903(a)). These limits do not apply when a suspension is extended pending expulsion, provided due process requirements are met (Education Code 48911(g)).

During suspension, the student shall remain under the supervision of a parent/guardian or other responsible adult, and the School shall provide the student with the opportunity to complete assignments and tests missed during the suspension (Education Code 48913).

Due Process Procedures for Suspension

Suspensions shall be imposed in accordance with the following procedures:

1. **Informal Conference:** Suspension shall be preceded by an informal conference conducted by the Executive Director or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the Executive Director.

At the conference, the student shall be informed of the reason for the disciplinary action, including the other means of correction that were attempted before the suspension as required pursuant to Education Code 48900.5, and the evidence against the student, and shall be given the opportunity to present the student's version and evidence in the student's defense. (Education Code 48911)

This conference may be omitted if the Executive Director or designee determines that an emergency situation exists involving a clear and present danger to the lives, safety, or health of students or school personnel.

If a student is suspended without this conference, the student, the student's parent/guardian, or if the student is a foster youth, the foster youth's educational rights holder, attorney, and county social worker, or if the student is an Indian child, the Indian child's tribal social worker and, if applicable, county social worker, shall be notified of the student's right to a conference and the right to return to school for the purpose of the conference. The conference shall be held within two school days, unless the student waives the right to it or is unable to attend for any reason. In such a

case, the conference shall be held as soon as the student is able to meet for the conference. (Education Code 48911)

2. **Administrative Actions:** All requests for student suspension are to be processed by the Executive Director or designee. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Executive Director or designee. (Education Code 48911)
3. **Notice to Parents/Guardians:** At the time of the suspension, a school employee shall make a reasonable effort to contact the student's parent/guardian. If the student is a foster youth, the School shall also attempt to contact the foster youth's educational rights holder, attorney, and county social worker. If the student is an Indian child, the School shall also attempt to contact the Indian child's tribal social worker and, if applicable, the county social worker. Contact may be made in person, by email, or by telephone (Education Code 48911).

Whenever a student is suspended, the parent/guardian—and, when applicable, the foster youth's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and county social worker—shall also be notified in writing of the suspension (Education Code 48911).

The written notice shall include:

- The specific offense committed by the student (Education Code 48900.8)
- The date and time when the student may return to school

4. **Parent/Guardian Conference:** Whenever a student is suspended, school officials may conduct a meeting with the parent/guardian to discuss the cause(s) and duration of the suspension, the applicable school policy, and any other relevant matters (Education Code 48914).

If school officials request such a meeting, the notice may state that the law requires the parent/guardian—and, when applicable, the foster youth’s educational rights holder, attorney, and county social worker, or the Indian child’s tribal social worker and county social worker—to respond to the request without delay (Education Code 48911). If the student is a foster youth or Indian child, the Executive Director or designee shall notify the School’s educational liaison so that the foster youth’s educational rights holder, attorney, and county social worker—or the Indian child’s tribal social worker and, if applicable, county social worker—may be invited to participate (Education Code 48853.5, 48911, 48918.1). If the student is a child or youth experiencing homelessness, the Executive Director or designee shall notify the School’s liaison for homeless students (Education Code 48918.1).

However:

- The student shall not be penalized if these individuals fail to attend the conference.
 - The student may not be denied reinstatement solely because the parent/guardian or other required individuals did not attend (Education Code 48911).
5. **Extension of Suspension:** If the School Board is considering expulsion or the balance-of-semester suspension of a student from continuation school, the Executive Director or designee may, in writing, extend the suspension until the Board makes a decision, provided the following requirements are met (Education Code 48911):
 1. Notice of the extension is provided to the student and parent/guardian, along with an offer to hold a conference regarding the extension, giving the student an opportunity to be heard.
 2. The conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension.
 3. After the meeting, the Executive Director or designee determines that the student’s presence
 4. at school or an alternative school would endanger persons or property or threaten to disrupt the instructional process.

Suspension by the School Board

The School Board may suspend a student for any of the acts listed under “Grounds for Suspension and Expulsion: Grades K–12” and “Additional Grounds for Suspension and Expulsion: Grades 4–12,” and only within the limits applicable to suspensions imposed by the Executive Director or designee (Education Code 48912).

When the School Board is considering a suspension, disciplinary action, or any other action other than expulsion, it shall hold a closed session if a public hearing would result in the disclosure of information that would violate a student’s right to privacy under Education Code 49073–49079 (Education Code 35146, 48912).

The School Board shall provide the student and parent/guardian with written notice of the closed session by registered or certified mail or by electronic mail. Upon receiving this notice, the student or parent/guardian may request a public meeting, and the request shall be granted if made in writing within 48 hours of receipt of the Board's notice. However, any discussion that would compromise another student's privacy shall still be held in closed session (Education Code 35146, 48912).

Executive Director or Designee's Authority to Recommend Expulsion

Unless the Executive Director or designee determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, the Executive Director or designee shall recommend a student's expulsion for any of the following acts: (Education Code 48915)

1. Causing serious physical injury to another person, except in self-defense
2. Possession of any knife or other dangerous object of no reasonable use to the student
3. Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11059, except for:
 - a. The first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis
 - b. The student's possession of over-the-counter medication for use by the student for medical purposes
 - c. Medication prescribed for the student by a physician
4. Robbery or extortion
5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

In determining whether to recommend the expulsion of a student, the Executive Director or designee shall act as quickly as possible to ensure that the student does not lose instructional time. (Education Code 48915)

Alternative Expulsion Hearing: Hearing Officer or Administrative Panel

The School Board may also have an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the School Board or on the staff of the school in which the student is enrolled. (Education Code 48918)

Procedures for Administrative Panel Hearings

A hearing conducted by the administrative panel shall conform to the same procedures applicable to a hearing conducted by the School Board as specified in "Conduct of Expulsion Hearing," including the requirement to issue a decision within 40 school days of the student's removal from school, unless the student requests that the decision be postponed. (Education Code 48918(a) and (d))

Panel Recommendation and Reinstatement

Within three school days after the hearing, the administrative panel shall determine whether to recommend expulsion to the School Board.

Before the parent/guardian selects a placement, the Executive Director or designee shall consult with the parent/guardian and Charter School staff, including the student's teachers, regarding other available placement options in addition to returning to the original instructional program.

If the panel does not recommend expulsion:

- The expulsion proceeding shall be terminated.
- The student shall be immediately reinstated and permitted to return to the instructional program from which the referral originated, unless the parent/guardian requests another placement in writing.

The decision not to recommend expulsion is final (Education Code 48918(e)).

Student's Right to Expulsion Hearing

Any student recommended for expulsion shall be entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within 30 school days after the Executive Director or designee determines that the student has committed the act(s) that form the basis for the expulsion recommendation. (Education Code 48918(a))

The student is entitled to at least one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the School Board's discretion. (Education Code 48918(a))

If the School Board finds it impractical during the regular school year to comply with these time requirements for conducting an expulsion hearing, the Executive Director or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (Education Code 48918(a))

If the School Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of School Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 school days, as defined in Education Code 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year. (Education Code 48918(a))

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay. (Education Code 48918(a))

Stipulated Expulsion

After determining that a student has committed an offense for which the student may be expelled, the Executive Director or designee shall offer the student and the student's parent/guardian—or, when applicable, the person holding educational decision-making rights—the option to waive the expulsion hearing and stipulate to the expulsion or to a suspended expulsion under specified conditions. This option may be offered only after written notice of the expulsion hearing has been provided in accordance with Education Code 48918.

Any stipulated expulsion agreement shall:

- Be in writing
- Be signed by the student and the student's parent/guardian, or, when applicable, the educational rights holder
- Include notice of all rights being waived, including the right to a full hearing and the right to consult legal counsel

A stipulated expulsion becomes effective only upon approval by the School Board.

Rights of Complaining Witness

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental, or emotional needs of a student who is the complaining witness. (Education Code 48918.5)

Whenever the Executive Director or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, the Executive Director or designee shall give the complaining witness a copy of the Charter School's suspension and expulsion policy and regulation and shall advise the witness of the right to: (Education Code 48918.5)

1. Receive five days' notice of the scheduled testimony at the hearing
2. Have up to two adult support persons present at the hearing at the time the witness testifies
3. Have a closed hearing during the time the witness testifies

Whenever any allegation of sexual assault or sexual battery is made, the Executive Director or designee shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending. (Education Code 48918.5)

Written Notice of the Expulsion Hearing

Written notice of the expulsion hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (Education Code 48900.8, 48918(b)).

1. Hearing Information

- The date, time, and place of the expulsion hearing.

2. Charges and Evidence

- A statement of the specific facts, charges, and offense(s) forming the basis for the proposed expulsion.
- A copy of the Charter School's disciplinary rules related to the alleged violation.

3. Educational Options (When Applicable)

- Notification of available educational options for expelled students, as outlined in the countywide plan developed under Education Code 48926.
- Notification of the parent/guardian's obligation, pursuant to Education Code 48915.1, to inform any subsequent school of the student's expulsion status.
- A statement that the Charter School will complete the initial referral to an appropriate educational program within three school days after the expulsion, when required under Education Code 48915.1 (i.e., for expulsions other than those under 48915(a) or (c)).

4. Representation and Participation Rights

- The opportunity for the student or parent/guardian to appear virtually or in person, and to be

represented by:

- Legal counsel, meaning an attorney licensed and active with the State Bar of California.
- A non-attorney adviser, meaning an individual selected by the student or parent/guardian who is familiar with the case and may assist at the hearing.

5. Access to Evidence

- The right to inspect and obtain copies of all documents to be used at the hearing.

6. Confrontation and Presentation of Evidence

- The opportunity to confront and question all witnesses who testify at the hearing.
- The opportunity to challenge all evidence presented.
- The opportunity to present oral and documentary evidence, including witnesses, on the student's behalf.

Additional Notice of Expulsion Hearing for Foster Youth, Homeless Students, and Indian Children

If the student facing expulsion is a foster student or Indian child, the Executive Director or designee shall also send notice of the hearing to the foster youth's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker, at least 10 calendar days prior to the hearing. (Education Code 48918.1)

If the student facing expulsion is a student experiencing homelessness, the Executive Director or designee shall also send notice of the hearing to the Charter School liaison for homeless students at least 10 calendar days prior to the hearing. (Education Code 48918.1)

Any notice for these purposes may be provided by the most cost-effective method possible, including by email or a telephone call. (Education Code 48918.1)

Conduct of Expulsion Hearing

1. Closed Session:

- a. The School Board shall conduct the expulsion hearing in closed session unless the student submits a written request at least five days prior to the hearing for the hearing to be held in public. If such a request is made, the hearing shall be public to the extent that the privacy rights of other students are not violated (Education Code 48918).
- b. Whether the hearing itself is held in closed or public session, the School Board may deliberate and determine whether to expel the student in closed session. If any other person is admitted to this closed session, the student, parent/guardian, and the student's counsel must also be permitted to attend (Education Code 48918(c)).
- c. If a hearing involving allegations of sexual assault or sexual battery is held in public, the complaining witness has the right to testify in closed session when public testimony would threaten serious psychological harm and no alternative procedure (e.g., videotaped deposition or closed-circuit testimony) can avoid that harm (Education Code 48918(c)).

2. **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. (Education Code 48918(g))

3. **Subpoenas:** Before commencing a student expulsion hearing, the School Board may issue subpoenas, at the request of either the student or the Executive Director or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the School Board or administrative panel may issue such subpoenas at the request of the student or designee. All subpoenas shall be issued in accordance with Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. (Education Code 48918(i))

Any objection raised by the student or the Executive Director or designee to the issuance of subpoenas may be considered by the School Board in closed session, or in open session if so requested by the student, before the meeting. The School Board's decision in response to such an objection shall be final and binding. (Education Code 48918(i))

If the School Board determines, or if the hearing officer or administrative panel finds and submits to the School Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in Item #6 below. (Education Code 48918(i))

4. **Presentation of Evidence:** Technical rules of evidence shall not apply to the expulsion hearing, but relevant 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. The decision of the School Board to expel shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code 48900 and listed in "Grounds for Suspension and Expulsion: Grades K-12," and "Additional Grounds for Suspension and Expulsion: Grades 4-12," above. (Education Code 48918(h))

Findings of fact shall be based solely on the evidence at the hearing. Although no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. (Education Code 48918(f))

In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

5. **Testimony by Complaining Witnesses:** The following procedures shall be observed when a hearing involves allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)
 - a. Any complaining witness shall be given five days' notice before being called to testify
 - b. Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during the testimony
 - c. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential
 - d. The person presiding over the hearing may remove a support person who is disrupting the hearing
 - e. If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5

- f. Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard

Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.

- g. In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the School shall provide a nonthreatening environment
 - i. The School shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony with the utilization of creating a break out room via a communication platform, such as ZOOM.
 - ii. At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which the complaining witness may leave the virtual hearing room
 - iii. The person conducting the hearing may:
 - 1. Limit the time for taking the testimony of a complaining witness to normal school hours, if there is no good cause to take the testimony during other hours
 - 2. Permit one of the support persons to accompany the complaining witness virtually to the witness stand
6. **Decision:** The School Board's decision as to whether to expel a student shall be made within 40 school days after the student is removed from school, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

Findings of Fact and Recommendation for Expulsion

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the School Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The School Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the School Board may order. (Education Code 48918(f))

Recommendation to Suspend Enforcement of Expulsion

In accordance with School Board policy, the administrative panel may recommend that the School Board suspend the enforcement of the expulsion. If the administrative panel recommends that the School Board expel a student but suspend the enforcement of the expulsion, the student shall not be reinstated and permitted to return to the instructional program from which the referral was made until the School Board has ruled on the recommendation. (Education Code 48917, 48918)

Final Action by the School Board

Whether the expulsion hearing is conducted in closed or open session by the School Board, an administrative panel or is waived through the signing of a stipulated expulsion agreement, the final

action to expel shall be taken by the School Board in public. (Education Code 48918(j))

The School Board's decision is final. If the decision is to not expel, the student shall be reinstated immediately. If the decision is to suspend the enforcement of the expulsion, the student shall be reinstated under the conditions of the suspended expulsion.

Upon ordering an expulsion, the School Board shall set a date when the student shall be reviewed for readmission to a school within the Charter School.

For a student expelled for any "mandatory recommendation and mandatory expulsion" act listed in "Authority to Expel" in the accompanying School Board policy, this date shall be one year from the date the expulsion occurred, except that the School Board may set an earlier date on a case-by-case basis.

For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during summer session or the intersession period of a year-round program, the School Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred. (Education Code 48916)

At the time of the expulsion order, the School Board shall recommend a plan for the student's rehabilitation, tailored to the individual student's needs and addressing the behavior that led to the expulsion. (Education Code 48916)

1. Periodic review of the student's progress
2. A preliminary assessment for readmission conducted at least 45 days before the end of the expulsion term
3. Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs
4. The plan may be developed in consultation with school personnel who have knowledge or special expertise regarding the student and may include, but it not limited to, recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs

With parent/guardian consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school. (Education Code 48916.5)

The School Board shall assist the student in locating opportunities that are accessible to the student and are necessary to complete the requirements of the rehabilitation plan, including, but not limited to, opportunities for counseling and community service.

The School Board shall not require the student or the student's parent/guardian to pay for any costs or services that the School Board determines are necessary for the student to complete the rehabilitation plan.

Educational Program During Expulsion

At the time an expulsion of a student is ordered, the School Board shall ensure that an educational program is provided to the student for the period of the expulsion. Before an expulsion order is finalized, the School Board shall notify the student and the student's parent/guardian of the available educational options for expelled pupils as outlined in the plan developed pursuant to Education Code 48926.

No later than three days after the expulsion, the School Board shall complete the initial referral for enrollment in an appropriate educational program.

If the county superintendent is unable at any time during the expulsion term to serve the expelled students of the School, the School Board shall ensure that another educational program is provided for the duration of the expulsion and shall review available educational options with the student and the student's parent/guardian upon any change in eligibility or upon request.

Written Notice to Expel

The Executive Director or designee shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

1. The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 4-12" (Education Code 48900.8)
2. The fact that a description of readmission procedures will be made available to the student and parent/guardian (Education Code 48916)
3. Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)
4. Notice of the student's or parent/guardian's obligation to inform any new School in which the student seeks to enroll of the student's status with the expelling Charter School, pursuant to Education Code 48915.1 (Education Code 48918)
5. Notification of the available educational options for expelled students as outlined in the plan developed pursuant to Education Code 48926;
6. Notice of the alternative educational placement to be provided to the student during the time of expulsion; and
7. No later than three school days after the expulsion, the School will complete the initial referral of the student for enrollment in an appropriate educational program.

Decision to Suspend Expulsion Order

In accordance with School Board policy, when deciding whether to suspend the enforcement of an expulsion order, the School Board shall take into account the following criteria:

1. The student's pattern of behavior
2. The seriousness of the misconduct
3. The student's attitude toward the misconduct and willingness to follow a rehabilitation program

The suspension of the enforcement of an expulsion shall be governed by the following:

1. The School Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation

This rehabilitation program may provide for the involvement of the student's parent/guardian in

the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code 48917)

2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status (Education Code 48917)
3. The suspension of the enforcement of an expulsion order may be revoked by the School Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 4-12" above, or violates any of the Charter School's rules and regulations governing student conduct (Education Code 48917)
4. When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order (Education Code 48917)
5. Upon satisfactory completion of the rehabilitation assignment, the School Board shall reinstate the student in the Charter School.
6. Upon reinstatement, the School Board may order the expunging of any or all records of the expulsion proceedings. (Education Code 48917)
7. The Executive Director or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian.

The notice shall inform the parent/guardian of the right to appeal the alternative educational placement to be provided to the student during the period of expulsion, and the student's or parent/guardian's obligation to inform any new School in which the student seeks to enroll of the student's status with the expelling Charter School, pursuant to Education Code 48915.1(b). (Education Code 48918(j))

Finality of Expulsion Decisions

The School Board shall make final determinations regarding all student expulsion decisions. Once the School Board has rendered a decision to expel a student, there is no right to appeal that decision to the Charter School, the authorizing agency, or any county or state educational entity. The Board's decision is final and binding.

Notification to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the Executive Director or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The Executive Director or designee shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance, or of any student acts involving the possession, sale, or furnishing of firearms, explosives, or other dangerous weapons in violation of Education Code 48915(c)(1) or (5) or Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the Executive Director or designee shall notify appropriate county or Charter School law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering, or sale of controlled substances, alcohol, or intoxicants of any kind. (Education Code 48902)

Readmission After Expulsion

Prior to the date set by the Board for the student's readmission:

1. The Executive Director or designee shall hold a conference with the student's parent/guardian, or other person holding the right to make educational decisions for the student, and the student

At the conference, the student's rehabilitation plan shall be reviewed and the Executive Director or designee shall verify that the provisions of this plan have been met. Charter School regulations shall be reviewed and the student and the student's parent/guardian or other person holding the right to make educational decisions for the student shall be asked to indicate in writing their willingness to comply with these regulations.

2. The Executive Director or designee shall transmit to the School Board a recommendation regarding readmission.
3. The School Board shall consider this recommendation in closed session. If a written request for open session is received from the student's parent/guardian or other person holding the right to make educational decisions for the student, or adult student, it shall be honored to the extent that privacy rights of other students are not violated.
4. If the readmission is granted, the Executive Director or designee shall notify the student and the student's parent/guardian, or other person holding the right to make educational decisions for the student, by registered/certificated mail, of the School Board's decision regarding readmission
5. The School Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other Charter School students or employees (Education Code 48916)
6. If the School Board denies the readmission of a student, the School Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school
7. The School Board shall provide written notice to the expelled student and the student's parent/guardian, or other person holding the right to make educational decisions for the student, describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school.

No student shall be denied readmission into the Charter School based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a

juvenile facility, enrollment in a juvenile court school, or other such contact with the juvenile justice system. (Education Code 48645.5)

As part of the readmission review, the School Board shall indicate whether the student had access to the necessary resources to complete the student's rehabilitation plan. A rehabilitation plan that is not completed due to financial or transportation barriers, or a lack of viable opportunities to complete a term of the rehabilitation plan, shall not be a basis to deny readmission. The School Board shall not require the student or the student's parent/guardian to pay for any costs or services that the School Board determines are necessary for the student to complete the rehabilitation plan.

Upon completion of the readmission review process, the School Board shall readmit the student unless it finds that either:

1. The student has not substantially met the conditions of the rehabilitation plan despite having access to the necessary resources and viable opportunities to complete the plan; or
2. The student continues to exhibit documented behaviors for which the student was expelled, or is documented to have committed one or more new acts during the expulsion term that would make the student eligible for another expulsion.

If the student is not readmitted pursuant to the above, the expulsion term may be extended for one semester at a time, at which point the student shall again be reassessed for readmission under these same standards.

The School Board shall maintain procedures for a transition process for readmitted students, which may include orientation to school rules and expectations, counseling or other supports, and coordination with teachers and support staff to promote a successful return.

Admission of a Student Expelled from another Charter School/LEA

The School Board may grant admission to students expelled from other Charter Schools/LEA in accordance with law and when consistent with the School Board's goal to provide a safe and secure environment for students and staff.

In order to prohibit the enrollment of a potentially dangerous student, the School Board shall hold a hearing before admitting any student who has been expelled from another Charter School/LEA. If the student has been expelled for certain serious reasons specified in Education Code 48915(a) or (c), their enrollment may occur only after the term of expulsion, and only if he/she has established legal residence in the Charter School pursuant to the Admission and Enrollment Policy and Residency Policy.

If a student expelled from another Charter School/LEA is granted enrollment, in accordance with the procedures specified below, the student must meet the residency and admission requirements for the school.

Procedures To Notify Teachers Of Dangerous Pupils

When a student applies to the School, the School asks for expulsion and suspension documents. The Enrollment Team verifies expulsions with CALPADS as well. If a student expelled from another district/LEA is granted enrollment, in accordance with the procedures specified below, the student must meet the residency and admission requirements for the school.

The Executive Director or designee shall inform the teacher of every student who has engaged in, or is reasonably suspected to have engaged in, any act during the previous three years which could constitute grounds for suspension or expulsion, with the exception of the possession or use of tobacco products. This information shall be based upon written records or records received from a law enforcement agency. (California Education Code 49079)

The Executive Director or designee shall consult with the Executive Director/Superintendent/Principal of the school which the student attends in order to identify staff that should be so informed. (California Welfare and Institutions Code 828.1)

Teachers shall receive the above information in confidence and disseminate it no further. (California Education Code 49079, California Welfare and Institutions Code 828.1)

The Executive Director or designee shall maintain the above information in a separate confidential file for each student. When such a student is assigned to a teacher, the Executive Director or designee shall notify the teacher in writing and ask the teacher to reply with a confirmation of receipt, return it to the Executive Director or designee, and review the student's file in the student information system. This notification shall not name or otherwise identify the student.

The Executive Director or designee shall notify all certificated personnel who are likely to come into contact with the student, including the student's teachers, special education teachers, and counselors.

Once we receive the cume file for these students, the Records Department will notify a designated staff member by indicating the date records are received on an internal document.. The designated staff member will inform the teacher(s) and have them review the files. Once the HST(teacher) reviews the file, they will notate review completion internally. Once the School has made a good faith effort to comply with the notification requirement of Education Code 49079, a teacher's failure to review the file may be construed as a waiver of the School's liability.

Enrollment During the Term of the Expulsion

Upon receiving a request for enrollment from a student expelled from another Charter School/LEA for acts other than those specified in Education Code 48915(a) or (c), the School Board shall hold a hearing to determine whether the student poses a continuing danger to students or staff. The hearing shall be conducted and notice shall be provided in accordance with procedures governing expulsion of students described in Education Code 48918. (Education Code 48915.1)

If the student or parent/guardian neglects to inform the Charter School/LEA that the student was expelled from their previous Charter School/LEA for an act other than those listed in Education Code 48915(a) or (c), the School Board shall record and discuss this lack of compliance during the hearing. (Education Code 48915.1)

If the School Board finds that a student expelled for acts other than those specified in Education Code 48915(a) or (c) does not pose a continuing danger to students or staff, the student may be admitted or conditionally admitted during the term of expulsion. If the School Board determines that the student does pose a continuing danger to students or staff, the student shall not be admitted. (Education

Code 48915.1)

Enrollment After the Term of the Expulsion

A student expelled for an act specified in Education Code 48915(a) or (c) may enroll in the charter school after the term of their expulsion if the School Board finds, at a hearing, that the student does not pose a continuing danger to students or staff. The hearing shall be conducted and notice shall be provided in accordance with procedures governing expulsion of students described in Education Code 48918. (Education Code 48915.2)

Maintenance of Records

The Charter School shall maintain a record of each suspension and expulsion, including its specific cause(s). (Education Code 48900.8)

Expulsion records of any student shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls upon written request by that school. (Education Code 48918(k))

The Executive Director or designee shall, within five working days, honor any other Charter School's request for information about an expulsion from this Charter School. (Education Code 48915.1)

REGULATION 5144.2 SUSPENSION AND EXPULSION/DUE PROCESS STUDENTS WITH EXCEPTIONAL NEEDS

A student identified as an individual with a disability pursuant to the Individuals with exceptional needs Education Act (IDEA), 20 USC 1400-1482, is subject to the same grounds and procedures for suspension and expulsion which apply to students without exceptional needs, except as otherwise specified in this administrative regulation.

Suspension or expulsion of a student with exceptional needs shall be in accordance with Board Policy 5144.1 - Suspension And Expulsion/Due Process and this administrative regulation.

When a student with exceptional needs exhibits behavior which impedes the student's own learning or that of others, the student's individualized education program (IEP) team shall consider positive behavioral interventions and supports, and other strategies, to address the behavior. (Education Code 56521.2; 20 USC 1414)

Suspension

The Executive Director or designee may suspend a student from school for up to five consecutive school days, unless the suspension has been extended following a recommendation for expulsion. (Education Code 48911)

A student may usually be suspended from school for up to 20 cumulative school days, or 30 cumulative school days as permitted by Education Code 48903, in a school year as long as the pattern of suspension(s) does not constitute a change in placement pursuant to 34 CFR 300.536. (Education Code 48903; 34 CFR 300.530)

The Executive Director or designee shall determine, on a case-by-case basis, whether a pattern of removals of a student from the student's current educational placement for disciplinary reasons

constitutes a change of placement.

A change of placement shall be deemed to have occurred under either of the following circumstances: (34 CFR 300.536)

1. A decision has been made that would result in the removal of the student for more than 10 consecutive school days
2. The student has been subjected to a series of removals that constitute a pattern because of all of the following:
 - a. The series of removals total more than 10 school days in a school year
 - b. The student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals
 - c. Additional factors, such as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another

If a student's removal is determined to be a change of placement as specified in Items #1-2 above, the student's IEP team shall determine the appropriate educational services. Such services shall be designed to enable the student to continue to participate in the general education curriculum in another setting, to progress toward meeting the goals set out in the student's IEP, and to address the student's behavior violation so that it does not recur. (20 USC 1412(a)(1)(A); 34 CFR 300.530)

If the IEP of a student with a disability requires the Charter School to provide the student with transportation, the Charter School shall provide the student with an alternative form of transportation at no cost to the student or the student's parent/guardian when, as a result of a suspension, the student is excluded from school bus transportation. (Education Code 48915.5)

The Executive Director or designee shall monitor the number of days, including portions of days, in which a student with an IEP has been suspended during the school year.

Interim Alternative Educational Placement Due to Dangerous Behavior

The Charter School may unilaterally place a student with a disability in an appropriate interim alternative educational setting for up to 45 school days, without regard to whether the behavior is a manifestation of the student's disability, when the student commits one of the following acts while at school, going to or from school, or at a school-related function: (20 USC 1415(k)(1)(G); 34 CFR 300.530)

1. Carries or possesses a weapon, as defined in 18 USC 930
2. Knowingly possesses or uses illegal drugs
3. Sells or solicits the sale of a controlled substance as identified in 21 USC 812(c), Schedules I-V
4. Inflicts serious bodily injury upon another person as defined in 18 USC 1365

The student's interim alternative educational setting shall be determined by the student's IEP team. (20 USC 1415(k)(1)(G); 34 CFR 300.531)

On the date the decision to take disciplinary action is made, the student's parent/guardian shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530)

A student who has been removed from the student's current placement because of dangerous behavior shall receive services, although in another setting, to the extent necessary to allow the student to participate in the general education curriculum and to progress toward meeting the goals set out in the IEP. As appropriate, the student shall also receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation, so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

Manifestation Determination

The following procedural safeguards shall apply when a decision has been made to suspend a student with a disability for more than 10 consecutive school days, when a series of removals of a student constitutes a pattern, or when a change of placement of a student is contemplated due to a violation of the Charter

School's code of conduct:

1. **Notice:** On the date the decision to take disciplinary action is made, the student's parent/guardian shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504

If the student is a foster youth, the notice shall be given to the student's educational rights holder, attorney, and county social worker, and, if the student is an Indian child, the student's tribal social worker and, if applicable, county social worker. (Education Code 48853.5; 20 USC 1415(k)(1)(H); 34 CFR 300.530)

2. **Manifestation Determination Review:** Immediately if possible, but in no case later than 10 school days after the date the decision to take disciplinary action is made, a manifestation determination review shall be made of the relationship between the student's disability and the behavior subject to the disciplinary action (20 USC 1415(k)(1)(E); 34 CFR 300.530)

If the student is a foster youth or Indian child, the foster youth's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker and, if applicable, county social worker, shall be invited to participate in the manifestation determination review. (Education Code 48915.5)

At the manifestation determination review, the Charter School, the student's parent/guardian, and relevant members of the IEP team (as determined by the Charter School and parent/guardian) shall review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents/guardians, to determine whether the conduct in question was either of the following: (20 USC 1415(k)(1)(E); 34 CFR 300.530)

- a. Caused by or had a direct and substantial relationship to the student's disability
- b. A direct result of the Charter School's failure to implement the student's IEP, in which case the Charter School shall take immediate steps to remedy those deficiencies

If the manifestation review team determines that either of the above conditions applies, the student's conduct shall then be determined to be a manifestation of the student's

disability. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

- 3. Determination that Behavior is a Manifestation of the Student's Disability:** When the student's conduct has been determined to be a manifestation of the student's disability, the IEP team shall conduct a functional behavioral assessment, unless one had been conducted before the occurrence of the behavior that resulted in the change of placement, and shall implement a behavioral intervention plan for the student

If a behavioral intervention plan has already been developed, the IEP team shall review the behavioral intervention plan and modify it as necessary to address the behavior. (20 USC 1415(k)(1)(F); 34 CFR 300.530)

The student shall be returned to the placement from which the student was removed, unless the parent/guardian and Executive Director or designee agree to a change of placement as part of the modification of the behavioral intervention plan. (20 USC 1415(k)(1)(F); 34 CFR 300.530)

- 4. Determination that Behavior is Not a Manifestation of the Student's Disability:** When it has been determined that the student's conduct was not a manifestation of the disability, the student may be disciplined in accordance with the procedures for students without exceptional needs.

However, the student's IEP team shall determine services necessary to enable the student to participate in the general education curriculum in another setting and to allow the student to progress toward meeting the goals set out in the IEP. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

As appropriate, the student also shall receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

Due Process Appeals

If the parent/guardian disagrees with any Charter School decision regarding placement under 34 CFR 300.530 (suspension and removal for dangerous circumstances), 34 CFR 300.531 (interim alternative placement), or the manifestation determination under 34 CFR 300.530(e), the parent/guardian may appeal the decision by requesting a hearing. The Charter School may request a hearing if the Charter School believes that maintaining the student's current placement is substantially likely to result in injury to the student or others. In order to request a due process hearing, the requesting party shall file a complaint pursuant to 34 CFR 300.507 and 300.508(a) and (b). (20 USC 1415(k)(3); 34 CFR 300.532)

Whenever a hearing is requested as specified above, the parent/guardian or the Charter School shall have an opportunity for an expedited due process hearing consistent with requirements specified in 34 CFR 300.507, 300.508 (a)-(c), and 300.510-300.514.

If the student's parent/guardian or the Charter School has initiated a due process hearing under 34 CFR 300.532 as detailed above, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the 45-day time period, whichever occurs first, unless the parent/guardian and Charter School agree otherwise. (20 USC 1415(k)(4); 34 CFR 300.533)

Readmission

Readmission procedures for students with exceptional needs shall be the same as those adopted for students without exceptional needs. Upon readmission of a student with exceptional needs, an IEP team meeting shall be convened to review and, as necessary, modify the student's IEP.

Decision Not to Enforce Expulsion Order

The School Board's criteria for suspending the enforcement of an expulsion order shall be applied to students with exceptional needs in the same manner as they are applied to all other students. (Education Code 48917)

Notification to Law Enforcement Authorities

Law enforcement notification requirements involving students with exceptional needs shall be the same as those specified for all students in Administrative Regulation 5144.1 - Suspension And Expulsion/Due Process.

When giving any required notification concerning a student with exceptional needs to any law enforcement official, the Executive Director or designee shall require the law enforcement official to certify in writing that the student's information or records will not be disclosed to any other person without the prior written consent of the student's parent/guardian. (Education Code 49076)

Report to the Authorizer

The Executive Director or designee shall report to the Authorizer when any special education student has been expelled or suspended for more than 10 school days. The report shall include the student's name, last known address, and the reason for the action. (Education Code 48203)

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been determined to be eligible for special education and related services and who has violated the Charter School's code of student conduct may nevertheless assert any of the protections under IDEA, if the Charter School had knowledge of the student's disability. (20 USC 1415(k)(5); 34 CFR 300.534)

Knowledge means that, before the occurrence of the behavior that precipitated the disciplinary action, one of the following occurred: (20 USC 1415(k)(5); 34 CFR 300.534)

1. The parent/guardian, in writing, has expressed concern to Charter School supervisory or administrative personnel, or to a teacher of the student, that the student is in need of special education or related services
2. The parent/guardian has requested an evaluation of the student for special education pursuant to 20 USC 1414(a)(1)(B) or 34 CFR 300.300-300.311
3. The teacher of the student or other Charter School personnel has expressed specific concerns directly to the Charter School's director of special education or other supervisory Charter School personnel about a pattern of behavior demonstrated by the student

However, the Charter School shall not be deemed to have knowledge of a student's disability if the student's parent/guardian has not allowed the student to be evaluated for special education services

or has refused services or, after evaluating the student pursuant to 34 CFR 300.300-300.311, the Charter School determined that the student was not an individual with a disability. (20 USC 1415(k)(5); 34 CFR 300.534)

When the Charter School is deemed to not have knowledge of a student's disability, the student shall be disciplined in accordance with procedures established for students without exceptional needs who engage in comparable behavior. (20 USC 1415(k)(5); 34 CFR 300.534)

If a request is made for an evaluation of a student during the time period in which the student is subject to disciplinary measures pursuant to 34 CFR 300.530, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities. (20 USC 1415(k)(5); 34 CFR 300.534)

Appendix G: Suicide Prevention Policy

Suicide Prevention Policy

BP 5141.52 Adopted: 06/09/18 Revised: 06/05/25 v5

1. POLICY COMMITMENT

Clarksville Charter School is committed to safeguarding the mental health and well-being of all students through the implementation of a comprehensive Suicide Prevention Policy. The school recognizes that mental health is a critical component of academic success and personal development. This policy outlines the school's systematic approach to suicide prevention, intervention, and postvention, with a focus on creating a safe and supportive environment for all students, especially those within vulnerable youth populations.

Vulnerable youth populations include LGBTQ (lesbian, gay, bisexual, transgender, and questioning) youth, students living with mental illness or substance use disorders, those who engage in self-harming behavior or have attempted suicide, youth in foster care or experiencing homelessness, students living with chronic medical conditions and disabilities, American Indian and Alaska Native youth, racially and ethnically marginalized students, and youth who have experienced the loss of someone to suicide.

To develop our suicide prevention policies, we consulted with school staff and a variety of educational partners, including, but not limited to, the school community, the crisis intervention team, administration, and the county mental health plan to review, discuss, and provide feedback. On May 7, 2025, the school offered a ZOOM to our school community and staff to review the policy. Clarksville Charter School hereby adopts a policy that corresponds with and supports other federal, state, and local efforts to provide youth with prevention education, early identification and intervention, and access to all local resources to promote health and prevent personal harm or injury.

Clarksville Charter School strives to provide a safe, welcoming, and positive school environment, which is foundational to suicide prevention. Because the emotional wellness of students greatly impacts learning, motivation, and educational success, the current policy shall be paired with other policies that support the emotional and behavioral wellness of students. Our efforts will focus on ensuring students have trusting relationships with adults and feel connected to the school community.

2. LEGAL FOUNDATION AND MANDATES

This policy is established in accordance with California Education Code Section 215, enacted under Assembly Bill 2246 (Chapter 642, Statutes of 2016). The law requires local educational agencies that serve pupils in grades seven through twelve to adopt a comprehensive policy on suicide prevention, which also includes measures for students in kindergarten through sixth grade that are grade-level appropriate. The policy includes procedures for suicide prevention, intervention, and postvention, specifically addressing the needs of high-risk student groups. Moreover, it ensures that school employees act within the scope of their professional credentials or licenses and receive adequate training to respond appropriately to signs of suicidal ideation and behavior.

3. KEY COMPONENTS OF THE POLICY

Prevention Strategies: Clarksville Charter School's prevention strategies are designed to promote student wellness and reduce the risk of suicide by fostering a safe, inclusive, and supportive school environment. These strategies include the following key components:

- a. **Staff Development and Training:** Clarksville Charter School is committed to equipping all school personnel with the knowledge and skills necessary to support student mental health and prevent suicide
- b. **Social-Emotional Learning (SEL):** SEL is offered to build students' emotional literacy, resilience, and problem-solving skills, thereby strengthening their overall mental health and ability to manage stress and conflict.
- c. **Family and Caregiver Engagement:** Parents, guardians, and caregivers will be engaged through informational workshops, school communications, and access to online resources. These efforts will emphasize the vital role families play in supporting student mental health and preventing suicide.
- d. **Designated Crisis Intervention Team:** Shall be appointed by the Clarksville Charter School Administration. This team may include existing personnel such as a School Counselor or School Psychologist. The team will be responsible for planning, coordinating, and overseeing the implementation of the school's suicide prevention strategies. The team will ensure that school-based mental health professionals maintain regular contact with high-risk students, students who are on their caseloads, and those who are identified by staff as demonstrating need.
- e. **Point of Contact and Reporting Procedures:** The crisis intervention team will serve as the primary point of contact within the school for issues related to suicide prevention and policy enforcement. All school staff are required to report students they believe may be at elevated risk for suicide to the team for appropriate follow-up. Contact information for the team can be found on our school's website. When in doubt, call 9-1-1.
- f. **Addressing Bullying and Related Risk Factors:** Recognizing the link between bullying and suicidal behavior, prevention strategies will address shared risk factors, including mental health conditions such as depression, hopelessness, and substance use. Special attention will be given to "bully-victims"—students who both bully and are bullied—due to their elevated risk for suicidal thoughts and behaviors. It is important to note that while bullying may act as a precipitating factor, it is typically not the sole cause of suicide.

4. IDENTIFICATION AND INTERVENTION

Responding to a Student Mental Health Crisis

At Clarksville Charter School, the safety and well-being of every student is our top priority. We believe that early identification and timely intervention are key to preventing suicide and ensuring students get the help they need.

Early identification and Intervention

- Students and staff are encouraged to report any warning signs of suicide
- School staff shall work to have regular contact with all students and communicate any concerns about a student's well-being and/or safety to the appropriate authorities.
- The school utilizes a platform, "Securly" to monitor student activity across multiple platforms, identifying distress signals and assigning wellness levels in real-time. The system provides 24/7 alerts and rapid emergency notifications, catering to needs during or outside school hours. During school holidays, however, the monitoring service shifts to a "high alert" status only, contacting the local law enforcement agency for a wellness check on the student in crisis.

What to Do if You're Concerned

If you ever notice signs that a student is struggling with thoughts of suicide, it is critical to take action immediately:

- Contact the school's crisis intervention team or a staff member such as the school counselor, or another trusted adult.
- If you are with the student either in person or virtually, remain with them
- The school's crisis intervention team information is on the school's website.
- If no one is available or the situation is urgent, **call 9-1-1** right away.

Students are also encouraged to speak up and tell a trusted adult if they are feeling suicidal or know someone else who is.

Every Concern Is Taken Seriously

Every statement, gesture, or action that suggests suicidal intent—whether spoken, written, or observed—will be taken seriously by school staff. Staff are trained to respond quickly and compassionately by:

- Notifying the designated crisis team member or school counselors
- Initiating the school's suicide prevention and intervention protocol.
- Ensuring the student is never left alone until proper support is in place.
 - In the case of virtual learning or meetings, staff will remain present on video until a parent, guardian, or emergency responder arrives.

Risk Assessment & Support

When concerns arise, a suicide risk assessment will be conducted by the school's trained crisis intervention team, including school-based mental health professionals. This assessment helps determine:

- The student’s level of risk.
- The appropriate support services or actions to ensure the student’s immediate and ongoing safety.

This process is confidential and handled with the utmost sensitivity and care.

Privacy & Safety

While school counselors typically maintain student confidentiality, they are required to share relevant information when a student’s safety—or the safety of others—is at risk. Although any personal information that a student discloses to a school counselor shall generally not be revealed, released, discussed, or referred to with third parties, the counselor may report to the principal or student's parents/guardians when there is reasonable cause to believe that disclosure is necessary to avert a clear and present danger to the health, safety, or welfare of the student or others within the school community. In addition, the counselor may disclose information of a personal nature to psychotherapists, other health care providers, or the school nurse for the sole purpose of referring the student for treatment, or to report child abuse and neglect.

Counselors may:

- Notify parents or guardians if a student appears to be in danger.
- Share personal information with mental health professionals or school nurses for the purpose of treatment.
- Report concerns involving abuse or neglect, as required by law.

In Case of a Suicide Threat or Attempt

If a suicidal attempt or serious threat occurs:

- Emergency services may be called to provide immediate medical or mental health care.
- The student will remain under constant adult supervision until help arrives.
- The Executive Director or designee will take steps to ensure student safety, including:
 - Comforting and supporting the student.
 - Removing other students from the area.
 - Contacting parents/guardians without delay.
 - Documenting the incident and all actions taken.

If you believe a student is in **immediate danger, do not wait: call 9-1-1 immediately.**

Need Help or Have Concerns?

- Reach out to your child’s school counselor or the School Crisis Team
- Use school-provided referral forms for crisis or non-crisis concerns.
- Access 24/7 mental health support through the 988 Suicide and Crisis Lifeline by calling 988 or 1-800-273-8255.

Your support, attention, and willingness to act can make all the difference in a child’s life.

5. POSTVENTION

Clarksville Charter School’s postvention strategy is a proactive, compassionate response framework aimed at restoring emotional stability and protecting student and staff mental health following a suicide. The policy outlines a comprehensive support system that addresses the emotional needs of individuals affected, helps prevent imitative behavior, and sustains a safe and caring school environment.

The Executive Director or designee leads postvention efforts by coordinating communication, support services, and monitoring protocols. Key actions include providing accurate information while respecting privacy, offering grief counseling, and engaging community resources to assist in healing. Staff are trained to recognize signs of distress and are encouraged to provide a supportive, stigma-free environment.

To reduce the risk of suicide contagion—where suicidal behavior is unintentionally modeled by others—the policy emphasizes avoiding sensationalism, implementing memorials with care, and responding to media inquiries through a designated spokesperson. Students vulnerable to emotional distress are closely monitored, and school leaders assess the broader community impact to determine postvention needs.

This approach also emphasizes the importance of supporting caregivers, addressing the emotional well-being of staff, and understanding the natural stages of grief. By taking these comprehensive steps, the school fosters a climate of compassion, resilience, and mental health awareness in the wake of tragedy.

6. TRAINING AND STAFF RESPONSIBILITIES

Clarksville Charter School is committed to equipping all school personnel with the knowledge, skills, and resources necessary to support student mental health and prevent suicide. In alignment with Education Code 215, the school provides ongoing, high-quality professional development to ensure staff are prepared to identify and respond to students in emotional distress. Designated staff members will serve on a school-wide crisis intervention team responsible for overseeing policy implementation, coordinating training, and responding to emergencies.

- **Annual and New Staff Training**

Suicide prevention training shall be provided to all teachers, counselors, school staff, and others who interact with students. Training is required annually and delivered upon hiring is part of the school’s onboarding process. Staff training is reviewed and adjusted annually based on previous professional development activities, emerging best practices, and feedback.

- **Review of materials**

The school will review materials and resources in awareness efforts and communications to ensure they align with best practices for safe and effective messaging about suicide.

- **Core Training Components**

Staff training shall include instruction on:

- **Recognizing warning signs** of suicidal ideation and behavior.
- Understanding **risk and protective factors**, including how multiple factors can compound a student's risk.
- **Appropriate intervention procedures**, including how and when to refer students to mental health services within the school or the broader community.
- **Identifying and responding to non-suicidal self-injury (NSSI)**—such as cuts, burns, or unexplained injuries—and the obligation to conduct a suicide risk assessment in these cases.
- **Instructional strategies** for delivering suicide prevention curriculum, promoting emotional health, reducing stigma, and communicating about suicide safely and effectively.

Focus on High-Risk Student Populations

Staff will receive training on higher suicide risk among specific groups, including:

- Students impacted by suicide.
- Students with disabilities or exceptional needs.
- Students with mental illness or substance use disorders.
- Students experiencing homelessness or in out-of-home placements (e.g., foster care).
- LGBTQ+ students.

This training will address individual **risk factors**, such as:

- Prior suicide attempts or self-harm.
- History of depression or other mental illnesses.
- Family instability or history of suicide.
- Feelings of isolation or impulsivity.
- Recent traumatic stressors or significant loss.

It will also highlight **protective factors** that help reduce risk, such as:

- Resilience and coping skills.
- Positive relationships with peers, family, and community.
- Access to quality mental health care and a safe school environment.

Responding to Students in Crisis

Staff will learn how to appropriately interact with students who are:

- Demonstrating emotional distress
- Threatening or disclosing suicidal thoughts
- Actively attempting suicide

This includes:

- Procedures for constant monitoring and supervision.

- Immediate referrals to medical or mental health services.
- Protocols for intervening and documenting student crises.
- Postvention practices—how to respond appropriately after a suicide has occurred, including supporting affected students and staff.

Access to Resources

Staff have access to a range of resources through the staff portal, including:

- Guidance on recognizing students in distress (e.g., marked changes in academic behavior or performance, physical signs, social withdrawal, exaggerated emotional responses, strange behavior and impaired thinking, threatening statements and behaviors).
- Use of the **988 Suicide and Crisis Lifeline**.
- Internal tools such as the **Crisis Referral Form (survey)** and **Non-Crisis Social-Emotional Support Referral Form** for appropriate next steps
- Access to School Crisis Team

7. KEY TERMS AND DEFINITIONS:

- **At Risk** A student who is defined as being at high risk for suicide is one who has made a suicide attempt, has the intent to die by suicide, or has displayed a significant change in behavior suggesting the onset or deterioration of a mental health condition. The student may have thought about suicide, including potential means of death, and may have a plan. In addition, the student may exhibit feelings of isolation, hopelessness, helplessness, and the inability to tolerate any more pain. This situation would necessitate a referral, as documented in the following procedures.
- **Crisis Team** A multidisciplinary team of primarily administrative, mental health, and safety professionals and support staff whose primary focus is to address crisis preparedness, intervention/response, and recovery. These professionals have been specifically trained in crisis preparedness through recovery and take the leadership role in developing crisis plans, ensuring school staff can effectively execute various crisis protocols, and providing mental health services for effective crisis interventions and recovery supports.
- **Mental Health** is a state of mental and emotional being that can impact choices and actions that affect wellness. Mental health problems include mental and substance use disorders.
- **Mental health professional** means an individual licensed or registered, or an intern or associate working towards licensure, by the Board of Behavioral Sciences or the Board of Psychology in the Department of Consumer Affairs. (Education Code 215)
- **Postvention Suicide** is a crisis intervention strategy designed to reduce the risk of suicide and suicide contagion, provide the support needed to help survivors cope with a suicide death, address the social stigma associated with suicide, and disseminate factual information after the suicide death of a member of the school community.
- **Risk Assessment** An evaluation of a student who may be at risk for suicide is conducted by the appropriate school staff (e.g., school psychologist or school counselor). This assessment is designed to elicit information regarding the student's intent to die by suicide, previous history of suicide attempts, presence of a suicide

plan and its level of lethality and availability, presence of support systems, the level of hopelessness and helplessness, mental status, and other relevant risk factors.

- **Risk Factors** for Suicide Characteristics or conditions that increase the chance that a person may try to take his or her life. Suicide risk tends to be higher when someone has several risk factors at the same time. Risk factors may encompass biological, psychological, or social factors in the individual, family, and environment.
- **Self-Harm Behavior** that is self-directed and deliberately results in injury or the potential for injury to oneself. It can be categorized as either non-suicidal or suicidal. Although self-harm often lacks suicidal intent, youth who engage in self-harm are more likely to attempt suicide.
- **Student suicide crisis** means any of the following: (Education Code 215)
 1. A student who is exhibiting suicidal thoughts or behaviors
 2. A student who has completed a suicide risk assessment and is determined to be at risk of suicide
 3. A student who is attempting to physically harm themselves or others
- **Suicide Death** caused by self-directed injurious behavior with any intent to die as a result of the behavior. Note: The coroner's or medical examiner's office must first confirm that the death was a suicide before any school official may state this as the cause of death.
- **Suicide Attempt** Self-injurious behavior for which there is evidence that the person had at least some intent to kill himself or herself. A suicide attempt may result in death, injuries, or no injuries. A mixture of ambivalent feelings, such as a wish to die and a desire to live, is a common experience with most suicide attempts. Therefore, ambivalence is not a sign of a less serious or less dangerous suicide attempt.
- **Suicidal Behavior** Suicide attempts, intentional injury to self-associated with at least some level of intent, developing a plan or strategy for suicide, gathering the means for a suicide plan, or any other overt action or thought indicating intent to end one's life.
- **Suicide Contagion** The process by which suicidal behavior or suicide influences an increase in the suicidal behaviors of others. Guilt, identification, and modeling are each thought to play a role in contagion. Although rare, suicide contagion can result in a cluster of suicides.
- **Suicidal Ideation** Thinking about, considering, or planning for self-injurious behavior that may result in death. A desire to be dead without a plan or intent to end one's life is still considered suicidal ideation and should be taken seriously.

8. STUDENT EDUCATION AND EMPOWERMENT

Clarksville Charter School is dedicated to empowering students with the knowledge and tools to support their own mental health and to act as allies for their peers. The school will:

- Provide age-appropriate instruction through the school's Social Emotional Learning program/platform and classes offered
- Include suicide prevention resources on the school's Counseling and Social Emotional Learning webpages.
- Include contact information for national support resources, such as the 988 Suicide and Crisis Lifeline, on student ID cards for students in grades 7–12.
- Encourage peer-to-peer support by educating students about the importance of speaking up when a friend is in distress.

9. FOR STUDENTS: TAKING CARE OF YOUR MENTAL HEALTH

School can be fun and full of new experiences, but sometimes, it can feel stressful, confusing, or overwhelming. If you're going through a rough time, you're not alone—and there's help.

It's Okay to Struggle Sometimes

Life is full of challenges—school, friends, family, sports, work, social pressures, and figuring out who you are. Feeling stressed or tired is totally normal. But if every day feels like a struggle, and you're feeling hopeless, lost, or like nothing matters, it may be a sign that you need extra support.

Understanding Depression and Mental Health

Depression is more than just feeling sad. It's a real medical condition that affects how you think, feel, and act. Anyone can experience it—even those who seem happy on the outside.

Signs of Depression Might Include:

- **Feelings:** Sadness, guilt, mood swings, anger, or losing interest in things you used to enjoy.
- **Thoughts:** Trouble focusing, forgetting things, feeling worthless, or thinking about self-harm.
- **Behaviors:** Avoiding people, missing school, using substances, or hurting yourself.
- **Physical Symptoms:** Always tired, body aches, changes in appetite or sleep.

Having a few of these for more than two weeks could mean it's time to talk to someone.

What You Can Do

If you're feeling this way, don't keep it to yourself. Talk to someone you trust—a parent, teacher, school counselor, coach, doctor, or another adult. You are not alone. Help is out there—and it works. Most people who get help through therapy, medication, or both start to feel better.

Helping a Friend

If a friend seems off, withdrawn, or not like themselves, check in with them:

- Choose a quiet, private place to talk.
- Gently share what you've noticed.
- Ask how they're feeling—and really listen.
- Let them know you care and that help is available.

If you're unsure how to talk to them or feel nervous, tell an adult who can step in. Speaking up for a friend could save their life.

Resources

If you or someone you know needs help:

- Talk to a parent, teacher, or school counselor.

- **Call the National Suicide Prevention Lifeline: 800-273-8255**
- **In an emergency, call 911.**

Getting help is not a sign of weakness—it's a sign of strength. It means you're brave enough to ask for the support you deserve.

10. RISK FACTORS

Risk factors are traits or conditions that increase the likelihood of suicide or self-harming behaviors. These factors are most concerning when they co-occur. However, having risk factors does not guarantee suicidal behavior.

Common Risk Factors Include:

- **Mental health disorders:** Major depression, bipolar disorder, anxiety disorders, schizophrenia, and borderline personality disorder.
- **Substance abuse:** Alcohol or drug problems.
- **Past behavior:** Previous suicide attempts or a family history of suicide or mental illness.
- **Cognitive or behavioral challenges:** Impulsivity, aggression, confusion about reality.
- **Legal or relational issues:** Personality traits leading to unstable relationships or legal trouble.
- **Physical health conditions:** Chronic illnesses or severe pain.

Certain student populations are at higher risk, including:

1. Youth with mental and/or substance use disorders – especially those not in treatment.
2. Youth who self-harm or have attempted suicide – higher risk for future suicide
3. Youth in out-of-home care – e.g., foster care or juvenile justice system.
4. Homeless youth – increased exposure to trauma and mental health issues.
5. American Indian/Alaska Native youth – higher suicide rates due to systemic and cultural factors.
6. LGBTQ youth – greater risk due to discrimination, family rejection, and victimization.
7. Youth bereaved by suicide – at elevated risk following the loss of a peer or family member.
Youth with chronic medical conditions or disabilities – including chronic pain, disfigurement, or limited mobility.

11. PROTECTIVE FACTORS

Protective factors are characteristics or resources that lower the risk of suicide. While not a guarantee of safety, they can buffer against suicidal tendencies, particularly when risk factors are present.

Common Protective Factors Include:

- Access to and engagement in effective mental health care.
- Strong social connections with family, peers, and communities.
- Involvement in positive institutions such as school, religion, or clubs.
- Problem-solving and coping skills that support emotional regulation and resilience.

12. PARENTAL AND COMMUNITY ENGAGEMENT

- The school recognizes parents and guardians as essential partners in supporting student well-being.
- The school provides materials and opportunities for caregivers to learn about suicide prevention, warning signs, and available support services.
- Parents are encouraged to maintain open lines of communication with their children and to seek help if they suspect emotional distress.
- Parents and guardians play a key role in a youth's emotional and behavioral health, including suicide prevention. This policy is intended to serve as a tool for parents/guardians to be informed and actively involved in decisions regarding a child's welfare. Parents/guardians who are familiar with the warning signs and risk factors of suicide are better equipped to respond appropriately and connect their child with professional help.
- The school encourages and advises parents/guardians to take every statement regarding suicide or personal harm seriously and to avoid assuming that a child is simply seeking attention.
- Parents and guardians can contribute to protective factors that reduce a child's vulnerability to suicidal and self-harming behaviors—particularly in vulnerable youth populations—by fostering acceptance, support, and open dialogue. Feeling accepted by one's parents or guardians is a critical protective factor. Clarksville Charter School faculty and staff are committed to ensuring that parents and guardians have access to the resources and education they need to understand the vital role family support plays in the emotional well-being of youth.

Suicide Discussion and Communication with Children: Parents are encouraged to openly address the topic of suicide with their children. This includes:

- Choosing appropriate times for meaningful, distraction-free conversations.
- Preparing in advance by planning what to say and tailoring the discussion to their child's age.
- Dispelling myths about suicide and helping children understand that it is never a necessity.
- Encouraging children to speak openly about their feelings and reassuring them that sadness and vulnerability are not signs of weakness.
- Helping children identify trusted adults they can talk to and emphasizing that it is okay to ask for help.
- Listening attentively and without judgment when children share their thoughts, correcting misconceptions gently, and affirming their courage in speaking up.
- Ensuring that any expressed distress is taken seriously and met with immediate support and, if necessary, referral to professional assistance.

13. WARNING SIGNS OF SUICIDE

Recognizing warning signs is critical for suicide prevention. Individuals may show behavioral, emotional, or verbal cues indicating they are at risk. These signs can be divided into two categories:

Immediate Warning Signs – Require Urgent Action:

- Talking about wanting to die or kill oneself
- Seeking means to end one's life (e.g., looking for weapons).

- Expressing hopelessness or stating life is not worth living.
- Sudden farewells or giving away prized possessions.
- Uncharacteristic calmness after severe depression (may indicate decision to attempt suicide).

Important: Never dismiss statements about suicide as jokes or attention-seeking. Always take them seriously.

Concerning Warning Signs – May Indicate Risk:

- Anxiety, agitation, or reckless behavior.
- Major changes in sleep habits.
- Social withdrawal or isolation.
- Talking about being a burden or experiencing unbearable pain.
- Mood swings or increased substance use.

These behaviors alone may not confirm suicidal intent, but when combined with other stressors (e.g., recent loss, humiliation), they warrant prompt concern.

Responding to Warning Signs

Take Every Sign Seriously

- Stay calm, listen empathetically, and avoid judgment or shock.
- Ask directly: *“Are you thinking about killing yourself?”* Clarify details—*Do they have a method? A plan? A timeline?*
- The more developed the plan, the higher the risk.

If the Risk is Immediate:

- Do not leave the person alone.
- Contact emergency services, a mental health provider, or the National Suicide Prevention Lifeline at 1-800-273-TALK (8255).
- Provide crisis responders with any relevant information.

If the Risk is Ongoing but Not Immediate:

- Engage in open conversations; offer emotional support.
- Encourage the person to seek professional help.
- Help develop a safety plan, including positive coping strategies and removing lethal means.
- Stay connected, follow up, and support them over time.

Supporting the Person Long-Term

- Avoid stigmatizing language or labeling them as “crazy.”
- Educate yourself on suicide and mental health.
- Offer to help with accessing therapy or resources.
- Encourage small positive actions (like walks or hobbies).
- Continue checking in regularly.

14. ASSESSMENT AND REFERRAL

When a student is identified by a staff person as potentially suicidal—such as when they verbalize suicidal thoughts, present overt risk factors like agitation or intoxication, engage in self-harming behavior, or self-refer—the staff member will follow the School Crisis Protocol for Crisis and Non-Crisis Situations, applicable to both virtual and in-person settings, using the MTSS Crisis Protocol Framework.

The designated mental health and suicide prevention team will be notified as soon as reasonably possible. The team coordinator or mental health professional will gather relevant information and act within the framework to ensure student safety.

This process may include contacting the student's parent or guardian, supporting the family in accessing urgent referrals, and, when needed, calling emergency services or guiding the family to a hospital emergency department. More commonly, the response involves scheduling an outpatient mental health or primary care appointment and coordinating communication with the health provider.

School staff will request written parental or guardian consent to share relevant student health information with external providers, if appropriate.

In all cases, the student's safety is the top priority, and the school's crisis response procedures will be activated immediately.

Mental Health Referrals and Protocols (K–6 Students)

- If a K–6 student who receives Medi-Cal is referred for mental health or related services, the Executive Director or designee must coordinate with the county mental health plan as required by law (Education Code 215).
- School employees must only operate within the limits of their credentials or licenses. They are not permitted to diagnose or treat mental illness unless specifically licensed and employed to do so (Education Code 215).
- If the school identifies a student in need of mental or behavioral health services, such services must be provided according to the procedures outlined in Board Policy 5141.5 – Mental Health.

15. CAREGIVER NOTIFICATION

Caregiver notification is a vital part of suicide prevention. The appropriate caregiver(s) must always be contacted when signs of suicidal thinking and behavior are observed. Typically, this is the student's parent(s); however, when child abuse is suspected, protective services should be contacted. Even if a child is judged to be at low risk for suicidal behavior, schools may ask caregivers to sign a form to indicate that relevant information has been provided. Regardless, all caregiver notifications must be documented. Caregivers also provide critical information in determining the level of risk. Whether a student is in imminent danger or not, it is strongly recommended that lethal means (e.g., guns, poisons, medications, and sharp objects) be removed or made inaccessible.

16. COMMUNITY REFERRALS AND SAFETY PLANS

Refer to community services if warranted. Referral options to 24-hour community-based services should be identified in advance. It is best to obtain a release from the primary caregiver to facilitate the sharing of information between the school and the community agency.

Help the parent/caregiver and/or school staff develop a safety plan with the student. Helping the student develop a written list of coping strategies and sources of support that can be of assistance when he or she is having thoughts of suicide (e.g., a safety plan) is recommended. Suicide prevention hotlines (e.g., 800-273-TALK) and the app MY3 (my3app.org) can be helpful elements of such a plan.

Schools are legally responsible for documenting every step in the assessment and intervention process. A documentation form for support personnel and crisis intervention team members should be developed to record all suicide intervention actions and caregiver communication. Student information must be kept confidential, but there are exceptions to FERPA when safety is of concern. Staff responsible for the safety and welfare of the student should be provided with the information necessary to work with the student and preserve safety. School staff members do not need clinical information about the student or a detailed history of his or her suicidal risk or behavior. Discussion among staff should be restricted to the student's treatment and support needs.

Keep tabs on the rumor mill (including social media). If you hear or see something credible, refer the student to a school-employed mental health professional or crisis intervention team member. At the same time, gossip about particular incidents and students should also be discouraged.

If it seems that an individual is in immediate danger of hurting himself or herself: Take the person to a hospital Emergency Room to be evaluated by a health professional.

If the person refuses help: Call 9-1-1 for a police evaluation of the individual.

If the person is a danger to self or others, the officer can transport the person to a hospital, where he or she may be held.

17. THE FOLLOWING STEPS SHOULD BE IMPLEMENTED AFTER A MENTAL HEALTH CRISIS HAS OCCURRED

- Treat every threat with seriousness and approach it in a calm manner, and make the student a priority;
- Listen actively and non-judgmentally to the student. Let the student express his or her feelings.
- Acknowledge the feelings and do not argue with the student;
- Offer hope and let the student know they are safe and that help is provided. Do not promise confidentiality or cause stress;
- Keep close contact with the parents/guardians/caregivers and mental health professionals working with the student.

18. THE FOLLOWING STEPS SHALL BE IMPLEMENTED UPON RE-ENTRY TO SCHOOL AFTER A SUICIDE ATTEMPT

- Obtain a written release of information signed by parents/guardians/caregivers and

- providers;
- Confer with the student and parents/guardians/caregivers about any specific requests on how to handle the situation;
- Inform the student's teachers about possible days of absences;
- Allow accommodations for students to make up work (be understanding that missed assignments may add stress to the student);
- Mental health professionals or trusted staff members should maintain ongoing contact to monitor students' actions and moods.
- Work with parents/guardians/caregivers to involve the student in an aftercare plan.

19. RESOURCES FOR PARENTS, STUDENTS, AND STAFF MEMBERS ON SUICIDE PREVENTION

- Parents as Partners: A Suicide Prevention Guide for Parents is a booklet that contains useful information for parents/guardians/caregivers who are concerned that their children may be at risk for suicide. It is available from Suicide Awareness Voices of Education (SAVE). See the SAVE Web page at <https://www.save.org/product/parents-as-partners/>
- Sources of Strength: <https://sourcesofstrength.org>
- Know the Signs: <http://www.suicideispreventable.org>
- National Mental Health and Suicide Support Services: The following are just a few places you can access listings for local mental health services in your area. Please call or visit their websites for details.
- National Suicide Prevention Lifeline: 1 (800) 273-TALK (800-273-8255)
- Mental Health America (MHA): www.mentalhealthamerica.net 1-800-969-6642
- Mental Health Services Locator: www.mentalhealth.samhsa.gov/databases
- American Foundation for Suicide Prevention: www.afsp.org
- American Association for Suicide Prevention: www.suicidology.org
- Center for Disease Control & Prevention www.cdc.gov/ViolencePrevention/suicide
- Healthy Place - www.healthyplace.com
- Jed Foundation - www.jedfoundation.org
- National Federation of Families for Children's Mental Health: www.ffcmh.org
- National Alliance on Mental Illness (NAMI) www.nami.org 1-800-950-NAMI (6264)
- The Trevor Lifeline - www.thetrevorproject.org 1-866-488-7386
- National Institute of Mental Health (NIMH) - www.nimh.nih.gov
- Strength of US- www.strengthofus.org
- Substance Abuse and Mental Health Services Administration (SAMHSA) www.samhsa.gov/prevention/suicide.aspx
- Suicide Awareness Voices of Education (SAVE) www.save.org
- Suicide Prevention Action Network USA - www.spanusa.org
- Suicide Prevention Resource Center (SPRC) - www.sprc.org

Book Resources for Parents: Mental Health and Resilience

- Beardslee, William. Out of the Darkened Room: When a Parent is Depressed: Protecting the Children and Strengthening the Family. 2002.
- Rapee, Ronald et al. Helping your anxious child: A step-by-step guide. 2000.
- Manassis, Katharina & Levac, Anne Marie. Helping your teenager beat depression: A problem-solving approach for families. 2004.

- Lezine, DeQuincy, and Brent, David. *Eight Stories Up: An Adolescent Chooses Hope over Suicide*. 2008.
- Bourne, Edward. *The Anxiety & Phobia Workbook*. 2005.
- Riera, Michael. *Uncommon Sense for Parents with Teenagers*. 2004.
- Phelan, Thomas. *Surviving Your Adolescents: How to Manage and Let Go of Your 13-18 year olds*. 1998.
- Sachs, Brad. *The Good Enough Child: How to Have an Imperfect Family and Be Totally Satisfied*. 2001.
- Apter, Terri. *The Confident Child: Raising Children to Believe in Themselves*. 1997. ·
Book Resources for Teens: Mental Health and Resilience
- Hipp, Earl. *Fighting Invisible Tigers: A Stress Management Guide for Teens*. 2008.
- Fox, Annie. *Too Stressed to Think? A Teen Guide to Staying Sane When Life Makes You Crazy*. 2005
- Seaward, Brian. *Hot Stones and Funny Bones: Teens Helping Teens Cope with Stress and Anger*. 2002.
- Espeland, Pamela. *Life Lists for Teens: Tips, Steps, Hints, and How-To's for Growing Up, Getting Along, Learning, and Having Fun*. 2003.
- Covey, Sean. *The 7 Habits of Highly Effective Teens*. 1998.
- Kay Redfield Jamison, *Night Falls Fast: Understanding Suicide*
- Andrew Slaby and Lili Frank Garfinkle, *No One Saw My Pain: Why Teens Kill Themselves*
- Beverly Cobain and Jean Larch, *Dying to Be Free: A Healing Guide for Families after a Suicide*
- Linda H. Kilburn, *Reaching Out After Suicide: What's Helpful and What's Not*
- Judith Herman, *Trauma and Recovery: The Aftermath of Violence—from Domestic Abuse to Political Terror*
- Laura Van Dernoot Lipsky and Connie Burk, *Trauma Stewardship: An Everyday Guide to Caring for Self While Caring for Others*
- Pema Chodron, *The Places that Scare You: A Guide to Fearlessness in Difficult Times*
- Pete Walker, *The Tao of fully feeling: Harvesting forgiveness out of blame*.
- Peter A. Levine, *Waking the Tiger: Healing Trauma*

Appendix H: School Incident Report Form

School Incident Report

Sequoia Grove Charter Alliance

3101 Zinfandel Dr. Ste. 350 • Rancho Cordova, CA 95670 • PH: (916) 526-3794



DATE OF REPORT

RESET FORM

NOTE: The school employee either witnessing the accident or supervising at the time should **complete and submit this form within 24 hours**. Please type or print using ball-point pen.


NAME OF SCHOOL 1		NAME OF SITE 2	
ADDRESS OF SITE (NUMBER, STREET, CITY AND ZIP CODE)			
NAME OF INJURED PERSON (LAST, FIRST, M.I.) 3		AGE	GRADE
IS INJURED PERSON A MINOR <input type="checkbox"/> NO <input type="checkbox"/> YES		TELEPHONE NUMBER OF INJURED PERSON ()	
NAME OF PARENT OR LEGAL GUARDIAN		ADDRESS OF PERSON INJURED (NUMBER, STREET, APARTMENT NUMBER, CITY, STATE AND ZIP CODE) 4	
WHERE DID ACCIDENT OCCUR 5		DATE (MONTH/DAY/YEAR)	TIME <input type="checkbox"/> A.M. <input type="checkbox"/> P.M.
DESCRIBE HOW ACCIDENT OCCURRED (USE FACTS ONLY; EXCLUDE OPINIONS AND/OR ASSUMPTIONS) 6			
FIRST AND LAST NAME OF PERSON IN CHARGE AT TIME OF ACCIDENT 7		TITLE OF PERSON (TEACHER, VOLUNTEER, ETC.)	WAS HE PRESENT AT THE TIME <input type="checkbox"/> YES <input type="checkbox"/> NO
NAME OF WITNESS(ES) 8		EMAIL ADDRESS	INJURED VIOLATED SCHOOL RULE <input type="checkbox"/> YES <input type="checkbox"/> NO
		TELEPHONE NO. ()	ROLE (Student, Volunteer, etc.)
		()	
9 APPARENT NATURE OF INJURY (PLEASE CHECK) <input type="checkbox"/> Abrasion <input type="checkbox"/> Fracture <input type="checkbox"/> Strain/Sprain <input type="checkbox"/> Contusion <input type="checkbox"/> Cut <input type="checkbox"/> Dislocation <input type="checkbox"/> Internal <input type="checkbox"/> Concussion <input type="checkbox"/> Other (explain) _____		10 INJURED PART OF BODY (PLEASE CHECK) <input type="checkbox"/> Head <input type="checkbox"/> Finger <input type="checkbox"/> Arm <input type="checkbox"/> Abdomen <input type="checkbox"/> Neck <input type="checkbox"/> Eye <input type="checkbox"/> Leg <input type="checkbox"/> Hand <input type="checkbox"/> Back <input type="checkbox"/> Chest <input type="checkbox"/> Face <input type="checkbox"/> Foot <input type="checkbox"/> Other (explain) _____	
11 FIRST AID PROCEDURES USED		NAME OF PERSON WHO ADMINISTERED FIRST AID	
DISPOSITION OF INJURED AFTER ACCIDENT 12 <input type="checkbox"/> Home <input type="checkbox"/> Doctor <input type="checkbox"/> Hospital <input type="checkbox"/> Other		WHO WAS NOTIFIED 13	RELATIONSHIP TO INJURED
IF INJURED PUPIL LEFT SITE TO WHOM RELEASED 14		NAME OF ANYONE CONTACTING SCHOOL 15	
REMARKS 16			

For your protection California law requires the following to appear on this form. "It is unlawful to: (a) present or cause to be presented any false or fraudulent claim for payment of a loss under a contract of insurance; (b) prepare, make or subscribe any writing with intent to present or use the same, or allow it to be presented or used in support of such claim. Every person who violates any provision of this section is punishable by imprisonment in the State Prison not exceeding 3 years or by fine not exceeding \$1,000 or by both."

NAME OF PERSON COMPLETING REPORT 17		ROLE	TELEPHONE NUMBER OF PERSON ()
ADDRESS OF PERSON (NUMBER, STREET, CITY, STATE AND ZIP CODE)			PERSON WAS AN EYE WITNESS <input type="checkbox"/> YES <input type="checkbox"/> NO
SIGNATURE OF PERSON APPROVING REPORT		DATE SIGNED	

SUBMIT TO:
3101 Zinfandel Dr. Ste. 350
Rancho Cordova, CA 95670

Appendix I: California Safe Schools Assessment – School Crime Reporting Form

		Safe Schools Form 020 (August 19, 2013)	
SAFE SCHOOLS INCIDENT REPORTING FORM			
REPORTING TO THE PRINCIPAL – WHO MUST REPORT			
All Board employees including administrative, teaching and non-teaching staff must report serious behavioural incidents through the use of the Safe Schools Incident Reporting Form #20.			
When reporting, Board employees must:			
<ul style="list-style-type: none"> ❖ Consider the safety of others and the urgency of the situation in reporting the incident no later than the end of the school day; ❖ Report to the Principal using this form – Safe Schools Incident Reporting Form – Part 1; and ❖ If the nature of the incident warrants immediate action, go see or phone the Principal or designate directly. 			
CONFIDENTIAL – SAFE SCHOOLS INCIDENT REPORTING FORM – PART 1			
Report Number (Office use): _____			
Name of School: _____	Location of School: _____		
1. Names of Student(s) Involved (if known):			
First Name	Last Name	First Name	Last Name
2. Where the Incident Occurred (check one)			
<input type="checkbox"/>	At a Location in the School or on School Property (please specify) _____		
<input type="checkbox"/>	At a School – Related Activity (please specify) _____		
<input type="checkbox"/>	On a School Bus (Route #) _____		
<input type="checkbox"/>	Other (Please specify) _____		
3. When the Incident Occurred:		Date: _____	Time: _____
4. Incident Description: Where applicable, include history, supportive interventions or discipline consequences including parent contact.			
Where applicable, list witnesses:			
Information Collection Authorization: The personal information contained on this form has been collected under the authority of the Education Act, R.S.O. 1980, C. 129, the Safe Schools Act 2000, and the Municipal Freedom of Information and Protection of Privacy Act and will be used to document behavioural incidents and to support legal proceedings related to suspension/expulsion. This information will be stored in the OSR in accordance with the Ministry of Education retention schedule. Questions about the collection of information on this form should be directed to the Principal. Users: Director of Education and Secretary/Treasurer, Principal Copies: 1. OSR; 2. Parent (Upon Request); 3. Person (s) completing this form Page 1 of 5			

Activities for which EXPULSION must be considered under section 310(1) of the Education Act

Type of Incident (Check all applicable)

<input type="checkbox"/>	Possessing a weapon, including possessing a firearm.	<input type="checkbox"/>	Committing robbery
<input type="checkbox"/>	Using a weapon to cause or to threaten bodily harm to another person	<input type="checkbox"/>	Giving alcohol to a minor
<input type="checkbox"/>	Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner	<input type="checkbox"/>	Possession of an explosive substance
<input type="checkbox"/>	Committing sexual assault	<input type="checkbox"/>	Serious or repeated misconduct
<input type="checkbox"/>	Trafficking in weapons or in illegal drugs	<input type="checkbox"/>	Serious breach of the Board's Code of Conduct or flagrantly opposed to the aims of Catholic Education as a ministry of the Roman Catholic Church
		<input type="checkbox"/>	Bullying (if the student has been previously suspended for engaging in bullying and the student's continuing presence in the school creates an unacceptable risk to the safety of another person)
		<input type="checkbox"/>	Any activity listed herein that is motivated by bias, prejudice, or hate

6. Report Submitted by:

Name:			
Role in School Community:		Telephone #:	
Contact Information – Location:			
Signature:		Date:	

7. For Principal's Use Only: Check these boxes as required.

<input type="checkbox"/>	Ministry of Education Violent Incident Report (Refer to PPM 120): possessing a weapon, including possessing a firearm; physical assault causing bodily harm requiring medical attention; sexual assault; robbery; using a weapon to cause or to threaten bodily harm to another person; extortion; hate and/or bias-motivated occurrences. Complete Safe Schools Form #17.
<input type="checkbox"/>	Police Report is mandatory for all deaths; physical assault causing bodily harm requiring medical attention; sexual assault; robbery; criminal harassment; relationship-based violence; possessing a weapon, including possessing a firearm; using a weapon to cause or to threaten bodily harm to another person; trafficking in weapons or in illegal drugs; possessing an illegal drug; hate and/or bias-motivated occurrences; gang-related occurrences; and extortion. Complete Safe Schools Form #17.
<input type="checkbox"/>	Workplace Violence Prevention Policy and Administrative Procedures 413 Where an incident or threat of workplace violence requires employees to summon immediate assistance and/or implement any of the emergency response protocols, a formal workplace violence complaint must be initiated. Relevant employees must be provided with information about a person who poses a risk of workplace violence if i) the employee can be expected to encounter that person in the course of his/her work; AND ii) the risk or workplace violence is likely to expose the employee to physical injury. Please see the Policy and Administrative procedures 413 for further information and direction.

AFTER A REPORT IS SUBMITTED THE PRINCIPAL OR DESIGNATE MUST:

- ❖ Assign a report number to Safe Schools Incident Reporting Form – Part 1.
- ❖ Provide a written acknowledgement of the receipt of the report (Safe Schools Incident Reporting Form – Part II) to the employee who reported. Information that could identify the student(s) involved must not be part of the acknowledgement. Ensure that Safe Schools Incident Reporting Form – Part II is assigned the proper report number.
- ❖ Identify if action has been taken or no action is required.
 - Possible actions taken can include anything on the progressive discipline continuum e.g. warning, contacting parent, removal of privileges, suspension.
- ❖ If no further action is taken by the principal, there is no requirement to retain Part 1 of the report and it should be destroyed.
- ❖ If action is taken, the form and documentation must be kept in the student's Ontario Student Record (OSR) for a minimum of one year unless the board requires a longer period. A copy must be provided to the parent if requested.
- ❖ Utilize a range of interventions and consequences that reflect the principles of progressive discipline.

This will result in a complete documentation of the progressive discipline that has been applied to the student.

RECORD RETENTION REQUIREMENTS:

- ❖ If a principal decides that action is required, a copy of the form with documentation indicating the action taken will be filed in the appropriate student's Ontario Student Record (OSR). The names of all the other students appearing on the form (aggressors and victims) must be removed except the name of the student in whose OSR the form is going. If no action is taken towards the aggressor, the report is not to go in the student's OSR.
- ❖ Nothing about the incident is to go into the victim's OSR unless the victim/parent(s) of the victim specifically request that this is done.
- ❖ If the principal has identified the incident as violent then according to PPM 120 the reporting form must be maintained for the following periods in accordance with PPM 145:
 - 1 year if the suspension was quashed or withdrawn
 - 3 years if the student was suspended for the violent incident
 - 5 years if the student was expelled for the violent incident

Note: This form does not replace conversations between the employee and the principal. The principal and the employee are encouraged to talk about the incident regardless of action taken.

**SAFE SCHOOLS INCIDENT REPORTING FORM – PART II
ACKNOWLEDGEMENT OF RECEIPT OF REPORT
(To be returned within 10 instructional days from date of receipt)**

Report Submitted by:		Report Number	
Name:		Date:	

Principal will check as appropriate:

<input type="checkbox"/>	Investigation completed
<input type="checkbox"/>	Principal to communicate results to the teacher at a mutually convenient time* if requested.
<input type="checkbox"/>	Principal to communicate results to other board employee at a mutually convenient time, as appropriate* if requested.
<input type="checkbox"/>	Investigation in progress
<input type="checkbox"/>	Once investigation is completed, principal to communicate results to the teacher at a mutually convenient time* if requested.
<input type="checkbox"/>	Once investigation is completed, principal to communicate results to other board employee at a mutually convenient time, as appropriate*.
<input type="checkbox"/>	Principal Action
<input type="checkbox"/>	Action Taken (Action may include, but is not limited to, warning, detention, contacting parent, removal of privileges, verbal reprimand or suspension/expulsion and the action will reflect the principles of progressive discipline.)
<input type="checkbox"/>	No Action Required

Name of Principal:	
Signature:	
Date:	

Note: *Only Part II to be returned to the person who reported within 10 instructional days from date of receipt.*

* In accordance with s.300.2 of the Education Act, after investigating a matter reported by an employee, the principal shall communicate the results of the investigation to the teacher or other board employee who is not a teacher, as appropriate. In accordance with the Municipal Freedom of Information and Protection and Privacy Act and the Education Act, when reporting the results of the investigation, the principal shall not disclose more personal information than is reasonably necessary for the purpose of communicating the results of the investigation.

Information Collection Authorization: The personal information contained on this form has been collected under the authority of the Education Act, R.S.O. 1980, C. 129, the Safe Schools Act 2000, and the Municipal Freedom of Information and Protection of Privacy Act and will be used to document behavioural incidents and to support legal proceedings related to suspension/expulsion. This information will be stored in the OSR in accordance with the Ministry of Education retention schedule. Questions about the collection of information on this form should be directed to the Principal. **Users:** Director of Education and Secretary/Treasurer, Principal **Copies:** 1. OSR; 2. Parent (Upon Request); 3. Person (s) completing this form
Page 5 of 5

Appendix J: Maintaining Appropriate Adult-Student Interactions Policy
BP 4119.24 Adopted: 09/08/22 Revised: 12/11/25, v3

Clarksville Charter School “Charter School” is committed to maintaining a safe and supportive learning environment. All School Staff “Staff” are responsible for establishing and maintaining appropriate, professional boundaries with students. Employees must consistently model respectful behavior and demonstrate awareness of their role as positive influences within the school community. This responsibility applies to all interactions with students in any school-related setting.

Assembly Bill 500 (AB 500), effective January 1, 2018, adds Section 44050 of the California Education Code, which requires schools to provide this section on employee interactions with students in their code of conduct and to parents and guardians of enrolled students on the School’s website. This policy is also included in the School’s Employee and Parent/Student Handbook.

In accordance with Senate Bill 848 (SB 848), effective July 1, 2026, the Charter School adopts and implements the staff–student interaction requirements described herein to promote safe, supervised, and trauma-informed learning environments, and to establish clear professional boundaries between employees, volunteers, contractors, and students, including the School’s resource center.

Safe Learning Environments – Nonclassroom-Based Settings

For nonclassroom-based instructional environments, including independent study, virtual meetings, online platforms, or remote instructional settings:

- All student interactions must remain observable and interruptible to the greatest extent possible.
- Staff shall avoid one-on-one virtual or physical settings that create an appearance of secrecy or inconsistent access.
- Digital tools used for instruction shall provide administrative visibility and monitoring capabilities.

Boundaries Defined

For the purposes of this policy, the term “boundaries” is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing beyond the boundaries of a student-teacher relationship is deemed an abuse of power and a betrayal of public trust.

Boundaries also apply to interactions:

- Between students and school employees, adult volunteers, and contractors.
- Among and between students.
- Among and between adults employed, volunteering, or under contract. All parties are expected to maintain professional conduct that fosters a safe and respectful environment.
- At the School’s resource center.

Employees, volunteers, contractors, and any adults assigned to the resource center must adhere to all visibility, supervision, and interaction requirements described in this policy and must avoid isolated or unsupervised one-on-one situations with students unless unavoidable and conducted

with open doors, windows, or other visibility measures.

Corporal Punishment Defined

Corporal Punishment Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff, or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for the direction and guidance of School personnel:

A. Examples of **PERMITTED** actions (NOT corporal punishment)

1. Stopping a student from fighting with another student;
2. Preventing a student from committing an act of vandalism;
3. Defending yourself from physical injury or assault by a student;
4. Forcing a student to give up a weapon or dangerous object;

B. Examples of **PROHIBITED** actions (corporal punishment)

1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
3. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain or 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.

Acceptable and Unacceptable Behavior

Some activities may seem innocent from a staff member's perspective, but some of these activities can be perceived as flirtation or sexual insinuation from a student's or parent's point of view. The purpose of the following lists of unacceptable and acceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, inappropriate or sexual misconduct.

Staff must understand their own responsibilities to ensure they do not cross the boundaries as written in this policy. Disagreement with the wording or intent of the established boundaries will be considered irrelevant for any required disciplinary purposes. Thus, it is critical that all employees study this policy thoroughly and apply its spirit and intent in their daily activities.

Unacceptable Behaviors

These lists, and any subsequent lists, are not meant to be all-inclusive, but rather illustrative of the types of behavior addressed by this policy.

- Giving gifts to an individual student that are of a personal and intimate nature
- Kissing of ANY kind
- Any type of unnecessary physical contact with a student in a private situation
- Intentionally being alone with a student away from school

- Making, or participating in, sexually inappropriate comments
- Sexual jokes, or jokes/comments with sexual overtones or double-entendres
- Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator
- Listening to or telling stories that are sexually oriented
- Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior
- Giving students a ride to/from school or school activities without parental permission
- Being alone in a room with a student at the Resource Center, at the student's home or location for a Learning Record Meeting or other school-related purpose, with the door closed
- Allowing students in your home without signed parental permission for a pre-planned and pre-communicated educational activity, which must include another educator, parent, or other responsible adult
- Remarks about the physical attributes or physiological development of anyone
- Excessive attention toward a particular student
- Sending emails, text messages, social media responses, or letters to students if the content is not about school activities

The above behaviors are prohibited at all school locations, including the resource center, and during any school-sponsored or virtual activity.

Acceptable and Recommended Behaviors

- Emails, text messages, phone conversations, and other communications to and with students, if permitted, must be professional and pertain to school activities or classes (communication *should* be initiated via school-based technology and equipment)
- Keeping the door open when alone with a student
- Keeping a reasonable and appropriate space between you and the student
- Stopping and correcting students if they cross your own personal boundaries
- Keeping parents informed when a significant issue develops about a student
- Keeping after-class discussions with a student professional and brief
- Immediately ask for advice from the administration if you find yourself in a difficult situation related to boundaries
- Involving your supervisor in a discussion about boundaries that have the potential to become more severe (including but not limited to: grooming or other red flag behaviors observed in colleagues, written material that is disturbing, or a student's fixation on an adult)
- Recognizing the responsibility to stop unacceptable behavior of students and/or co-workers
- Prioritizing professional behavior during all moments of student contact
- Asking yourself if any of your actions, which are contrary to these provisions, are worth sacrificing your job and career

Electronic Communication Restrictions

To maintain safe boundaries and ensure transparency, the following rules apply to all Staff and contractors:

1. Prohibition on Private Communication

Staff shall not engage in private electronic communication with students via text message, social media, direct messaging, or any other digital platform unless the student's parent or guardian is included in the communication thread.

- This restriction applies during and outside of the school day.
- "Private communication" includes any one-on-one messaging that is not visible to others. Staff cannot send one-on-one private texts, emails, or social media messages to students unless it's for school purposes, and parents are included.

2. Use of School-Authorized Platforms

All electronic communication with students is preferred through only School-authorized communication platforms, systems, or applications that preserve records. Staff must use email accounts or approved communication platforms when contacting students.

Personal devices (phones, tablets) should not be used except under the conditions outlined below.

Permitted Use of Personal Phones

Staff may use personal phones to contact students only for school-related purposes, and under the following conditions:

- Parents/guardians must be included in all communications (e.g., group text with parent copied, or parent added to the thread).
- Messages must remain professional, brief, and directly related to school activities (e.g., schedule changes, reminders, emergencies).
- Communication must occur during reasonable hours (no late-night or early-morning texts).

Prohibited Use of Personal Phones

The following uses of personal phones are strictly prohibited:

- One-on-one private texting or calling without parent inclusion.
- Sharing personal photos, memes, or non-school-related content.
- Using personal social media accounts to message or "friend" students.
- Any communication that is secretive, overly personal, or unrelated to school business.

Whenever possible, staff should use school-managed systems (official email, learning platforms, or school-issued phones) to ensure transparency and accountability.

Use of School-Authorized Platforms

All electronic communication with students should occur through school-authorized platforms, systems, or applications that preserve records. Permitted communications must be limited to:

- School activities

- Instructional support or academic information
- Scheduling related to school assignments
- Safety or well-being concerns

The following are prohibited unless a parent/guardian is included:

- Personal cell phone numbers
- Personal email accounts
- Personal social media accounts or direct messages
- Messaging apps with disappearing or encrypted private messages
- Any platform not explicitly approved by the School

3. Age- or Grade-Based Limitations

Consistent with **Education Code §32100(b)(1)(B)**, the Board may implement differentiated limitations on communication based on student age or grade level. However, all communication must remain professional, transparent, and compliant with the parent-inclusion requirement.

- Exceptions may be made for legitimate educational purposes with older students (e.g., high school), provided the communication remains professional and is documented.

Reporting

When any staff member becomes aware of another staff member, volunteer, guest, or vendor having crossed the boundaries specified in this policy or has a reasonable suspicion of misconduct, he or she must report the suspicion to their immediate supervisor, Human Resources, or the Executive Director promptly.

Reasonable suspicion means it is based on facts that would lead a reasonable person to believe the conduct occurred. Prompt reporting is essential to protecting students, the suspected staff member, any witnesses, and the School as a whole. Employees must also report to the administration any awareness of, or concern about, student behavior that crosses boundaries or any situation in which a student appears to be at risk for sexual abuse.

SB 848 requires all employees, volunteers, contractors, and governing board members to complete annual training on identifying, responding to, and reporting suspected grooming behavior, boundary violations, and misconduct. Compliance with training is mandatory.

Investigating

The School will promptly investigate and document the investigation of any allegation of sexual misconduct or inappropriate behavior, using such support staff or outside assistance as it deems necessary and appropriate under the circumstances. Throughout this fact-finding process, the investigating administrator and all others privy to the investigation shall protect the privacy interests of any affected student(s) and/or staff member(s), including any potential witnesses, as much as possible.

Investigations shall include reviewing any relevant electronic communications, visibility/access logs,

or facility supervision records (including those at the resource center).

Consequences

Staff members who have violated this policy will be subject to appropriate disciplinary action and, where appropriate, will be reported to authorities for potential legal action.

Safe Facilities and Supervision

The Charter School shall adopt policies and practices to ensure that all environments are safe, nurturing, and easily supervised. Facilities must be furnished and arranged to promote visibility and prevent isolation, supporting a culture of transparency and student protection.

Key Requirements:

- **Open Visibility in One-on-One Meetings:** Any meeting between staff and a student must occur in spaces that allow for supervision. Rooms at the resource center or elsewhere must maintain open doors, unobstructed windows, or other means that ensure visibility.
- **Observable and Interruptible Academic Support:** When one-on-one academic support is necessary, it must take place in areas that are observable and interruptible. Staff should avoid secluded or private settings.
- **Documentation and Communication:** One-on-one sessions should be logged or calendared for record purposes.

Collaboration with Risk Management Entities The Charter School will collaborate with its insurance provider or joint powers authority to identify and adopt best practices known to prevent violent crimes, sex offenses, and egregious misconduct.

Definitions

- “Sex offense” has the same meaning as defined in Education Code §44010.
- “Violent crime” has the same meaning as defined in Education Code §32281.
- “Small school district” means a district with fewer than 2,501 units of average daily attendance at the beginning of each fiscal year.

Record Retention

All electronic communications related to School activities or student learning must be retained in accordance with the School’s records retention policies.

- Communications conducted on School-authorized platforms are automatically retained.
- Communications on personal platforms cannot meet retention requirements and therefore, are prohibited.

Administrators may review electronic communication records as necessary to ensure compliance with professional boundaries.

**Appendix K: Immigration Enforcement Policy and Responding to the Detention or Deportation
of a Student's Parent/Guardian
BP 5145.13 Adopted: 06/05/25**

Clarksville Charter School is committed to ensuring that public schools remain safe and accessible to all California residents, regardless of immigration status. School staff shall not solicit or collect information or documents, and shall not seek or require information or documents to the exclusion of other permissible information or documents, regarding the citizenship or immigration status of a student or the student's family members. (Education Code 234.7).

No student shall be denied equal rights and opportunities, nor be subjected to unlawful discrimination, harassment, intimidation, or bullying in the school's programs and activities on the basis of the student's or family's immigration status or for the refusal to provide information related to the student's or family's immigration status. (Education Code 200, 220, 234.1)

Resources and data collected by the school shall not be used, directly or by others, to compile a list, registry, or database of individuals based on national origin, immigration status, religion, or other category of individual characteristics protected against unlawful discrimination. (Government Code 8310.3).

The Executive Director or designee shall notify parents/guardians regarding their children's right to a free public education regardless of immigration status or religious beliefs and their rights related to immigration enforcement. (Education Code 234.7)

The Executive Director or designee shall develop procedures for addressing any immigration-related requests by a law enforcement officer for access to school records, school sites, or students.

Responding to Requests for Immigration-Related Information or Documents

The Charter School personnel shall notify the Executive Director or designee of any request by an immigration or law-enforcement officer for school or student access, requests for review of the Charter School documents, or requests for the services of lawful subpoenas, petitions, complaints, etc., as soon as possible. Provide the student's parent/guardian or, if the student is at least 18 years old, the student, with notice, a description of the request, and any documentation provided to the Charter school describing the request, unless prohibited by a court order, judicial subpoena/warrant, or in cases involving investigation of child abuse, neglect, or dependency

Information or documents related to a student's immigration or citizenship status shall not be disclosed to a law enforcement officer without consent by the parent/guardian or, if the student is at least 18 years old, by the student, a court order, or judicial subpoena/warrant. To obtain written consent, the release of student information shall include the following information:

1. The signature and signature date of the parent/guardian, or student if the student is at least 18 years old
2. A description of the records to be disclosed
3. The reason for the release of information
4. The parties or class of parties receiving the information
5. A copy of the records is to be released, if requested by the parent/guardian or student

In accordance with law, the Executive Director or designee shall annually notify parents/guardians that the school will not release student information to third parties for immigration enforcement purposes, unless the parent/guardian consents or as required to do so by a court order or judicial subpoena/warrant.

Responding to Requests for Access to Students, the School Resource Center, or School Function

School staff shall receive parent/guardian consent or, if the student is at least 18 years old, the student's consent, before the student is interviewed or searched by any law enforcement officer for immigration enforcement purposes unless the officer presents a court order or a judicial warrant.

A student's parent/guardian shall be immediately notified when a law enforcement officer requests or is able to interview, search, detain, or otherwise interact with the student for immigration enforcement purposes unless prohibited by a court order or a judicial warrant, or in cases involving investigations of child abuse, neglect, or dependency. (Education Code 48906)

Due to School not having a school-owned property, the school does have a lease with a Resource Center, hence, when a law enforcement or immigration enforcement officer requests to enter the Resource Center, the law enforcement officer must register like all visitors, except in cases where the officer states that exigent circumstances exist or as stated in a court order or judicial warrant.

In addition, if an officer appears at a school function specifically for immigration-enforcement purposes, the Charter School personnel must take the following actions:

1. Advise the officer that the Charter School personnel must have the Executive Director or Designee review written notification prior to beginning the request;
2. Ask to see (and make a copy of or note) the officer's name and badge number;
3. Ask the officer for their reason for being at the Charter School event and document it
4. Ask the officer to produce any documentation that authorizes school access
5. Make copies or take photos on your device and retain a copy of all documents provided by the officer. Retain one copy for the Charter School records
6. If the officer asserts that special exigent circumstances exist and demands immediate access to the Charter school location, the Charter school personnel should comply and contact the Executive Director or Designee.

If the officer does not declare that exigent circumstances exist, school personnel shall inform the officer that the school must consult with its own legal counsel before proceeding. In the event the officer presents a federal judicial warrant (search and seizure warrant or arrest warrant), consultation with the

School's legal counsel shall be consulted before providing the agent access to the person or materials specified in the warrant if feasible.

School personnel should not consent to access by an immigration-enforcement officer, except as described above. At the same time, personnel shall never physically impede an officer, even if the officer appears to be exceeding the authorization given under a warrant or other document. If the officer enters without consent, personnel shall document their actions while on campus.

Any attempt by a law-enforcement officer to access the Resource Center or a student for immigration enforcement purposes should be reported to the Bureau of Children's Justice in the California Department of Justice at BCJ@doj.ca.gov.

As early as possible, school staff shall notify the Executive Director or designee of any immigration enforcement-related request by a law enforcement officer for access to a student or to a resource center, including service of lawful warrants, subpoenas, petitions, complaints, or other similar documents.

If the officer does not declare that exigent circumstances exist, the Charter School personnel shall inform the officer that the Charter School must consult its own legal counsel before proceeding. In the event the officer presents a federal judicial warrant (search and seizure warrant or arrest warrant), consultation with the Charter School's legal counsel shall be made before providing the agent access to the person or materials specified in the warrant if feasible.

The Charter School personnel should not consent to access by an immigration-enforcement officer, except as described above. At the same time, personnel shall never physically impede an officer, even if the officer appears to be exceeding the authorization given under a warrant or other document. If the officer enters without consent, personnel shall document his or her actions while on campus.

The Charter School personnel shall provide *notes* of the interaction to the Charter School's legal counsel and provide the governing board a report of the interaction as soon as possible. These notes must include, but are not limited to:

1. List or copy of the officer's credentials and contact information;
2. List of all the Charter School personnel who communicated with the officer;
3. Details of the officer's request;
4. Information on whether the officer presented a warrant or subpoena to accompany his/her request, the information/access requested, and proof that the warrant was/wasn't signed;
5. The Charter school personnel's response to the officer's request;
6. Any further action taken by the officer
7. Photo or copy of all/any information presented by the agent.

Any attempt by a law-enforcement officer to access a school resource center or a student for immigration enforcement purposes should be reported to the Bureau of Children's Justice in the California Department of Justice at BCJ@doj.ca.gov.

Responding to the Detention or Deportation of a Student's Parent/Guardian

The Executive Director or designee shall encourage parents/guardians to update their emergency contact information as needed at any time. The Executive Director or designee shall notify parents/guardians that the school will only use information provided on the emergency cards in response to specific emergency situations and not for any other purpose.

The Executive Director or designee may also encourage all students and families to learn their emergency phone numbers and be aware of the location of important documentation, including birth certificates, passports, social security cards, physicians' contact information, medication lists, lists

of allergies, and other such information that would allow the students and families to be prepared in the event that a student's parent/guardian is detained or deported.

In the event that a student's parent/guardian is detained or deported, the Executive Director or designee shall release the student to the person(s) designated in the student's emergency contact information or to any individual who presents a caregiver's authorization affidavit on behalf of the student. The Executive Director or designee shall only contact child protective services if Charter School personnel are unable to arrange for the timely care of the student by the person(s) designated in the emergency contact information maintained by the school or identified on a caregiver's authorization affidavit.

In an instance where a student's parent/guardian was detained or deported, the Executive Director or designee shall notify the student, as well as the individuals designated in the student's emergency contact information and any individual who presented a caregiver's authorization affidavit on behalf of the student, that the student continues to meet the residency requirements for attendance in the Charter School if the student and the student's parent/guardian who was detained or deported satisfy the conditions as specified in Education Code 48204.4.

The Executive Director or designee may refer a student or the student's family members to other resources for assistance, including, but not limited to, a U.S. Immigration and Customs Enforcement detainee locator, legal assistance, or the consulate or embassy of the parent/guardian's country of origin.