

# **BRIDGES Charter School**

**2023-2024**

## **Comprehensive School Safety Plan**

**Plan Developed By:** Bridges Charter School Leadership Team; Reviewed by the Charter Excellence Committee

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## **I. Assessment of Current Status**

### **School Description and Profile:**

Bridges Charter School is a K-8 learning community in which all teachers, parents and students partner to support the cognitive, emotional and social success of our students; where there exists positive, respectful and peaceful collaboration; and where children are enabled and empowered to become lifelong learners and compassionate global citizens.

Bridges Charter School is a K-8 learning community of learners who share the priority to provide developmentally appropriate opportunities for our students to reach their intellectual, creative, and leadership potential through learning opportunities that evoke curiosity, compassion, independence, resourcefulness, and a respect for diversity.

In the past several years, as a result of the COVID-19 pandemic, it has been necessary for our school to adapt to many different challenges. Despite these challenges, we continue to keep Whole Child education at the center of our identity. We also continue to implement Inquiry Based Learning, and we continue to see healthy Family Partnerships as a central mission of our school.

Our mission is to educate the Whole Child using a combination of innovative curriculum and instruction along with social/emotional education embedded in the program. Students are enabled to reach their innate intellectual, creative, and leadership potential through our commitment to nourish curiosity, compassion, independence, resourcefulness, and respect for Diversity.

These core philosophies at Bridges in whole child learning, inquiry, and family integration allow our teachers to help prepare students to work in careers that have not yet been invented; to think both critically and creatively; to evaluate information, solve complex problems, communicate well as for college and careers in the 21st century, and to adapt well to the changing nature of our society.

Our educational programs are designed with the knowledge that children need to feel safe socially and emotionally in order to reach their full academic potential. In our classrooms, students have many opportunities to solve complex problems, to collaborate, and to engage in real-world interdisciplinary learning that is guided by genuine inquiry. Students also are co-creators of classroom norms and expectations, and ultimately become informed participants in the democracy of our school.

Our educational programs, school resources, and school personnel are intentionally selected in alignment to and in support of our school's vision, mission, and goals.

### **Vision**

Our vision is to create a K-8 learning community in which all teachers, parents and students partner to support the cognitive, emotional and social success of our students; where there exists positive, respectful and peaceful collaboration; and where children are enabled and empowered to become lifelong learners and compassionate global citizens.

### **Mission Statement**

Our mission is to educate the Whole Child using a combination of innovative curriculum and instruction along with social/emotional education embedded in the program. Students will be enabled to reach their innate intellectual, creative, and leadership potential through our commitment to nourish curiosity, compassion, independence, resourcefulness, and a respect for diversity.

### **Our Goal**

Bridges Charter School is committed to providing a high quality, effective, and standards-based program through the education of the whole child, whereby the individual student

### Summary of School Crime Data:

Bridges Charter School Faculty and Staff reviewed data from the California Healthy Kids Survey (CHKS), student discipline records, and School Climate data on our Dashboard, alongside our Universal Monitoring surveys to assess the current status of school crime and general school safety. **Bridges Board Committees that include a committee focused on Charter Excellence, have met three times annually** to assess school data and to determine priorities for focus.

### Other Data:

Every year, Bridges administers a parent survey to the families of all students that collects data about perceptions of school safety and student connectedness along with other feedback. The survey is compiled and presented to the board annually and is used for making decisions about improving both physical safety and emotional well-being of students.

~~Particularly, during the pandemic, we have monitored the social and emotional well being of our students using CHKS as well as gathering qualitative data from parents, students, and staff to determine most critical areas of student need, as well as our general education supports for students.~~

**As Bridges Charter School is founded in the whole child philosophy, our classrooms have many embedded social and emotional supports. For example,** students meet within their classrooms for "Circle Time" to share feelings and discuss problems with regard to social emotional dynamics at school. Our school psychologist, school counselor, and assistant director push-in to classrooms to provide additional social emotional support and conflict resolution. **Teachers and support staff are** trained annually in implementing conflict resolution strategies and restorative practices. Bridges also implements a social emotional growth curriculum, Toolbox that was implemented to help ensure systematic instruction and support for social emotional learning.

Bridges uses the California Healthy Kids Survey annually to students in grades 5 and 7 to collect data on the effectiveness of our social emotional learning curriculum and its' impact on various ages and sub groups of students. Additionally, we are in our third year of implementing ~~2021-2022 school year, we are~~ Universal Monitoring in partnership with UC Santa Barbara's School of Psychology ([www.covitality.com](http://www.covitality.com)). The data we gather from universal monitoring is used to support general education interventions and assists us in the development of a more robust multi-tiered system of support for our students and their families. Social emotional learning and whole child education is an area that we continue to invest resources in. In 2021, we increased hours for our school counselor and school psychologist, we increased our intervention staff, we increased hours for paraprofessionals in each grade level, and we hired a second full time special education teacher. **We have been able to maintain those positions in the 2023-2024 school year.**

### Summary of Data

Based upon school Dashboard data, Bridges suspension rate for the 2023-2024 school year is currently **.05%.**

The data from our Healthy Kids Survey showed positive trends in the social emotional health of our students. Students in 5th and 7th grade answered that they agreed or strongly agreed about the following indicators:

### Target Indicators for Grade 5 in 2023

School Environment (Feel safe at school) -- ~~92% (up 2% from 2019)~~ 100% (up 8% from 2022)  
Grownups at the School Treat Each other with Respect -- ~~100% (up 15% from 2019)~~ 100% (same as 2022)  
Students know what the rules are -- ~~100% (up 11% from 2019)~~ 100% (same as 2022)  
School teaches students how to understand how other students think and feel -- ~~96% (up 11% from 2019)~~ 100% (up from 96% from 2022)  
School helps students feel responsible for the way that they act -- ~~92% (up 22% from 2019)~~ 96% (up 4% from 2022)  
School teaches students to respect and care for one another -- ~~100% (up 10% from 2019)~~ 100% (same as 2022)

### Target Indicators for Grade 7 in 2023

I feel safe at this school: ~~92% (up 2% from 2019)~~ 82% (down 10% from 2022)  
My school is usually clean and tidy -- ~~78% (up 28% from 2019)~~ 77% (down 1% from 2022)  
Teachers at this school communicate with parents about what students are expected to learn -- ~~100% (up 22% from 2019)~~

94% (down 6% from 2022)

~~Parents feel welcome to participate — 78% (down 11% from 2019)~~

~~School staff takes parent concerns seriously — 78% (down 8% from 2019)~~

There is a teacher or another adult on campus who cares about me: 70% (not measured in 2022)

I try hard to make sure I am good at my schoolwork -- ~~88% (up 7% from 2019)~~ 94% (up 6% from 2022)

## II. Component 1 Action Plan: People and Programs

### How will you create a caring and connected school climate?

It is a priority of the administration and staff at BRIDGES Charter school that every student who attends our school will be provided with an environment in which the students not only feel physically safe, but there is also a positive school climate in all activities both in and out of the classroom.

We desire to provide an orderly, caring, and non-discriminatory learning environment in which all students can feel comfortable and take pride in their school and their achievement.

Our administration encourages staff to teach students the meaning of equality, human diversity, mutual respect, and employ cooperative learning strategies that foster positive interactions in the classroom among students from diverse backgrounds.

Students have opportunities to voice their concerns about school policies and practices to share responsibility for solving problems that affect their school. School staff also encourages success and achievement, participation in community projects, and positive student conduct.

We promote conflict resolution techniques in order to encourage attitudes and behaviors that foster harmonious relations. Our faculty and staff receives training which implements and supports conflict resolution and alternatives to suspension (California Education Code Sections 32230- 32239, 35160, 35160.1, 44806).

### Goal Statement

To thoughtfully integrate social emotional learning into our school community through a Multi-Tiered System of Support (MTSS).

### Objective #1

Implement a Campus-Wide MTSS Program

Related Activities	Resources	Person(s) Responsible	Timeline	Evaluation
School wide events coordinated with Middle School Leadership Students	Online resources	Teachers School Psychologist School Counselor Administrators Librarian	Monthly	We have hosted 3 Friends Friday Events, a Harvest Festival, and we have plans to host 3 more Friends Fridays by the end of the school year. 50 student leaders have been selected in grades 5-8, and have received training with the Anti Defamatinon

				League.
Morning Meeting and Circle	Training during staff meetings	Administration Teachers	Daily	100% student participation
Parent Engagement	Staff Administration Consultants Educational Articles	Student leaders School Psychologist School Counselor Interns	Monthly	

Related Activities	Resources	Person(s) Responsible	Timeline	Evaluation
Social Emotional Groups led by School Psychologist and Counselor	supplemental curriculum, staff	School Psychologist Counselor Classroom teachers Parents	As needed	All <del>4th-8th</del> grade students
Toolbox Curriculum	Toolbox Social Emotional Learning Program	Teachers	As needed	90% participation in grades K-5
Family Literacy Nights	School Library Specialist and local literacy resources	Library Specialist	Monthly	Up to 60 families participate 6 offered annually
Universal Monitoring Surveys and Associated Classroom Interventions	Covitality Survey	Administration School Psychologist Classroom Teachers	Offered twice annually	All 3rd-8th grade students
Tier II Intervention Plans for Behavior and Academics	Teacher plans	Teachers, Administration	Plans designed once annually	100% participation
	Tier II Resource Booket	School Psychologist	Plans re evaluated once annually	
		School Counselor		

**Objective #2 (optional)**

Related Activities	Resources	Person(s) Responsible	Timeline	Evaluation

**III. Component 2 Action Plan: Place**

**How will you create a physical environment that communicates respect for learning and for individuals?** Our behavior management focuses on proactive strategies that enhance intrinsic motivation to learn and succeed. For students who need additional behavior support, we implement positive behavior plans to facilitate pro-social interactions.

In the classroom, we incorporate creative, effective teaching methods which include project-based assignments, hands-on activities, differentiation, and flexibility while meeting (and often exceeding) the Common Core State Standards, NEXT Generation Science Standards (NGSS), and Appendices.

Our K-8 school is an intentionally small, safe, and positive learning community where teachers and parents value whole child education.

**Goal Statement**

To create a small, safe, and positive learning community where teachers and parents value whole child education

**Objective #1**

To give students a variety of learning spaces within their environment to enhance intrinsic motivation and educational success.

Related Activities	Resources	Person(s) Responsible	Timeline	Evaluation
Individual Seating Choices- flexible	Standing Desks Rockers Floor Seating variety of table heights Balance Balls Couches	Teacher Administration	Daily	Visible in 100% of classrooms
Small Groups and Differentiated Instruction	Trained Parent Volunteers and Teachers Virtual breakout rooms	Staff, Teachers	Daily	Visible in Lesson Plans and Formal/Informal Observations

Hands on Inquiry Based Activities	Lesson plans Observations	Teacher	On-going	100% participation
Staff Development on Supporting SEL for Students	Administration	Administration School Psychologist Counselor	Monthly	100% Staff Participation

#### **Objective #2 (optional)**

<b>Related Activities</b>	<b>Resources</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Evaluation</b>

### **IV. Procedures for Complying With Existing School Safety Laws**

#### **Child Abuse Reporting**

##### **Child Abuse Prevention**

The Bridges Governing Board is committed to supporting the safety and well-being of district students and desires to facilitate the prevention of and response to child abuse and neglect. The Director or designee shall develop and implement strategies for preventing, recognizing, and promptly reporting known or suspected child abuse and neglect.

##### **Child Abuse Reporting**

The Board recognizes that child abuse has severe consequences and that Bridges has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse. The Director or designee shall establish procedures for the identification and reporting of such incidents in accordance with law. Procedures for reporting child abuse shall be included in the school comprehensive safety plan. (Education Code 32282) (cf. 0450 - Comprehensive Safety Plan)

##### **Mandated Reporters**

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. Mandated reporters shall not investigate any suspected incidents but rather shall cooperate with agencies responsible for investigating and prosecuting cases of child abuse and neglect.

The Director or designee shall provide training regarding the reporting duties of mandated reporters.

In the event that training is not provided to mandated reporters, the Director or designee shall report to the California Department of Education the reasons that such training is not provided. (Penal Code 11165.7)

Mandated reporters include, but are not limited to teachers, instructional aides, teacher's aides or assistants, classified employees, certificated pupil personnel employees administrative officers, supervisors of child attendance, administrators and employees of a licensed daycare facility, childcare teachers, school resource officers or security officers, licensed nurse or healthcare provider, and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she 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 11166.05)

Any person shall notify a peace officer if he/she reasonably believes that he/she has 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, where the victim is a child under age 14. (Penal Code 152.3, 288)

#### Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

#### Child Abuse Reporting Procedures

##### Initial Telephone Report

Immediately or as soon as practicably possible after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11166)

East Valley Sheriff's Station 2101 E. Olsen Road Thousand Oaks, CA 91360 805-654-9511 OR Ventura County  
Suspected Adult and Child Abuse 4245 Market Street, Suite 204 Ventura, CA 93003 805-654-3200 Fax: 805-654-5597  
Police 805-494-8200

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

##### Written Report

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

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

a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter

b. The child's name and address, present location and, where applicable, school, grade, and class.

c. The names, addresses, and telephone numbers of the child's parents/guardians

d. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information

e. The name, address, telephone number, and other relevant personal information about the person(s) who might have abused or neglected the child

#### **IV. Procedures for Complying With Existing School Safety Laws (continued)**

##### **Disaster Procedures**

Bridges Charter School will take all necessary measures to keep students, staff and visitors safe in the event of a disaster. The following section of this plan will outline the basic responsibilities for all staff for specific incidents.

Bridges Charter school has developed a Standardized Emergency Management System (SEMS) Plan that outlines in more detail, specific responsibilities for Emergency Response Teams at this school.

##### **Suspension, Expulsion, or Mandatory Expulsion Procedures**

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

When the Policy is violated, it may be necessary to suspend or expel a student from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

For a pupil subject to discipline under this policy, the administration of the school may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil's specific misbehavior as appropriate.

Bridges Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the school's main office.

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

Bridges Charter School will follow the Rehabilitation Act of 1973 ("Section 504"), the Individuals with Disabilities Education Act ("IDEA"), and all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the school has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students..

No student shall be involuntarily removed by Bridges Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to initiate the procedures specified below for suspensions, before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates the procedures specified below for suspensions, the student shall remain enrolled and shall not be removed until Bridges Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

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

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from

school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school sponsored activity e) Cyber-bullying as per Bridges Charter School's policy.

## B. Prohibited Misconduct Activities

1. Discretionary Suspension Offenses: Students may be suspended or expelled for any of the following acts when it is determined the student:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

r) Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property. ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health. iii. Causing a reasonable student to experience substantial interference with his or her academic performance. iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by Bridges Charter School.

2) "Electronic Act" means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

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

ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(1) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph above.

(2) "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(b) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

3) An act of cyber sexual bullying

i. For purposes of this clause, "cyber sexual bullying" means the

dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act. ii. For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

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

w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

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

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

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

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

c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind. d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property.

g) Stole or attempted to steal school property or private property.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property.

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

m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

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

p) Engaged in or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by

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

q) Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property. ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health. iii. Causing a reasonable student to experience substantial interference with his or her academic performance. iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by Bridges Charter School.

2) "Electronic Act" means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not

limited to, any of the following:

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

ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(1) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph above. (1) "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(b) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

3) An act of cyber sexual bullying.

i. For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

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

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

v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

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

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

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.

If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

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

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

(v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

### C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

#### 1. Conference

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

The conference may be omitted if the Director or designee determines that an emergency exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

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At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

#### 2. Notice to Parents/Guardians

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

#### 3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Director or Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Director or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

### D. Authority to Expel

A student may be expelled either by Bridges Charter School Board following a hearing before it or by Bridges Charter School Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of Bridges Charter School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

### E. Expulsion Procedures

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

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision



whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the Pupil makes a written request for a public hearing three (3) days prior to the hearing.

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

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

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

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. Bridges Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, Bridges Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to Bridges Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

#### G. Record of Hearing

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

#### H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.

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

#### I. Written Notice to Expel

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

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

## J. Disciplinary Records

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

## K. No Right to Appeal

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

## L. Expelled Pupils/Alternative Education

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

## M. Rehabilitation Plans

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

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

## N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Director or designee and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Director or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon Bridges Charter School's capacity at the time the student seeks readmission.

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

### Disabilities 1. Notification of SELPA

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

### 2. Services During Suspension

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

### 3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, Bridges Charter School, the parent, and relevant members

of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

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

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

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

- a. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that Bridges Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and Bridges Charter School agree to a change of placement as part of the modification of the behavioral intervention plan. If Bridges Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then Bridges Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

#### 4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or Bridges Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or Bridges Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and Bridges Charter School agree otherwise.

#### 5. Special Circumstances

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

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

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

## 6. Interim Alternative Educational Setting

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

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

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

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

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

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

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

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

## IV. Procedures for Complying With Existing School Safety Laws (continued)

### Procedures to Notify Teachers of Dangerous Students

The Governing Board desires to provide a safe, orderly working environment for all employees. As part of the school's comprehensive school safety plan, the director or designee shall develop strategies for protecting employees from potentially dangerous persons and situations and for assisting them in the event of an emergency situation. (Pursuant to Education Code 49079)

The administration shall inform the teachers and staff annually of students who were engaged in, or reasonably suspected to have engaged in, for the previous three school years, any of the acts described in:

Education Code 48900 subdivision [except subdivision (h)] Education Code 48900.2 (sexual harassment) Education Code 48900.3 (hate violence)  
Education Code 48900.4 (harassment of school/district personnel or pupil; threats/intimidation)  
Education Code 48900.7 (terrorist threat)

The director/teacher shall keep this information in confidence and must not further disseminate.

The director or designee shall ensure that employees are informed, in accordance with law, regarding crimes and offenses by students who may pose a danger in the classroom. The following steps will be taken:

Student will be flagged in our student data system.

Upon receipt of any new incoming Cumulative files, data will be reviewed reviewed by Administrative Staff and flagged for potentially dangerous students.

If a student is flagged, a meeting will be scheduled with assigned teacher and site administrator at the teacher's request to review any questions or concerns, and to establish support strategies as appropriate.

Teacher will sign an acknowledgement form which will be kept in student's cumulative file.

The Governing Board desires to provide a safe, orderly working environment for all employees. As part of the school's comprehensive school safety plan, the director or designee shall develop strategies for protecting employees from potentially dangerous persons and situations and for assisting them in the event of an emergency situation.

#### **IV. Procedures for Complying With Existing School Safety Laws (continued)**

##### **Sexual Harassment Policy**

The school strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult who has experienced off campus sexual harassment that has a continuing effect on campus to immediately contact his/her teacher, the director, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the director or school compliance officer. Once notified, the director or compliance officer shall take the steps to investigate and address the allegation, as specified in the accompanying administrative regulation.

The Director or designee shall take appropriate actions to reinforce the school's sexual harassment policy.

##### **Instruction/Information**

The Director or designee shall ensure that all students receive age-appropriate information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed incidents of sexual harassment even where the alleged victim of the harassment has not complained
4. A clear message that student safety is the school's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and prompt action shall be taken to stop any harassment, prevent recurrence, and address any continuing effect on students
6. Information about the school's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the school investigation of a sexual harassment complaint continues
8. A clear message that, when needed, the school will take interim measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation and that, to the extent possible, when such interim measures are taken, they shall not disadvantage the complainant or victim of the alleged harassment

Sexual harassment complaints by and against students shall be investigated and resolved in accordance with law and school procedures specified in the Uniform Complaint Procedures. The Director is responsible for notifying students and

parents/guardians that complaints of sexual harassment can be filed under the board policy for Uniform Complaint and where to obtain a copy of the procedures.

Upon investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 4-8, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or

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sexual violence toward any student shall have his/her employment terminated in accordance with law and the applicable collective bargaining agreement.

The Director or designee shall maintain a record of all reported cases of sexual harassment to enable the school to monitor, address, and prevent repetitive harassing behavior in school.

Board Policies can be found at the website:

<https://bridgescharter.org/about/board-of-directors>

### **Schoolwide Dress Code**

Anyone on the Bridges campus must wear clothing that is "suitable" by covering the chest, torso, and undergarments. The administration and staff will make every effort to address any dress code concern in the least restrictive and disruptive manner.

1. Parents and students share responsibility with the school to ensure that the dress of students is not disruptive to the learning environment.
2. Shoes are always required when safety is a factor. Closed toed appropriate shoes are required for PE and shoes must be worn when outside the classroom.
3. Caps or hats may be worn in the classroom at the discretion of the teacher.
4. Sunglasses should not be worn in the classroom unless a special circumstance is noted.
5. Gang-related apparel has been determined to be hazardous to the health and safety of the school environment and therefore is not allowed. (Education Code 35183).
6. Clothing, jewelry, and personal items, such as backpacks and book bags, with language or images that are vulgar, sexually suggestive, discriminatory, obscene, libelous, contain threats, or that promote illegal or violent content such as the unlawful use of weapons, drugs, alcohol, tobacco, or drug paraphernalia, are prohibited.

Repeated violations of the dress code will be dealt with through the Bridges Discipline Behavior Plan.

### **Procedures for Safe Ingress and Egress**

#### **Drop-off and Pick-up**

- Students may be dropped-off and picked-up in the circular parking lot.
- If parents would like to park and walk their child into school or park to wait for their child at the end of the day, street parking should be utilized.
- Parents are not to drop their students off in the middle of the street in front of the school.
- Parking in the parking lot is reserved for faculty and staff only.
- There is no left turn into the parking lot from the main street Calle Bouganvilla during the hours of 7:45-8:20 and from 2:15-3:30 due to the flow of traffic.
- At least one staff member will be assisting with traffic and student safety between 8:00-8:20am and 2:45-3:05pm Parent volunteers should utilize the ample nearby street parking.
- Parents should drive slowly and conscientiously, always on the lookout for pedestrians. Speed of cars should not exceed 5mph in the parking lot.
- There are two gates on our campus. The gate nearest kindergarten will be opened for all students between 7:45-8:20am. Both gates will be closed once the school day begins at 8:20 AM for security reasons. After 8:20 AM, parents should sign in at the front office via the security system Raptor before entering the campus. All visitors and

volunteers must wear their ID badges.

- Kindergarten is released at 1 pm. All other grades are released at 2:45pm. Bridges has implemented a digital alert system for dismissing students. Students who are designated walkers by their parents are dismissed first along with students enrolled in our after school extensions program. Middle School students are dismissed collectively and must wait in the designated sidewalk beside the MPR. All other students are assigned to wait in their classrooms until their teacher receives a notification on their device that the child's ride has arrived. All children not picked up by 3:05 will go to the front office where they can call their parents. Gates are secured no later than 3:20pm.
- Parents picking students up from after-school care (Extensions) will enter through the gate near kindergarten by buzzing in or calling the Extensions office. They should wait to be escorted or met by an Extension staff member.
- Students should walk bikes, skateboards, or scooters when on campus at all times while school or any school programs are in session.

### **Minimizing Interruptions to the School Day**

- The importance of providing students with uninterrupted instruction is essential to the learning process. Non-emergency interruptions should be limited.
- In order to provide for uninterrupted learning, the following guidelines will be followed:
- Personal phone messages to students from parents will be put in the teacher box or if necessary, delivered 5 minutes before lunch, recess or dismissal. Parents should make arrangements for after-school activities before dropping their child off at school.
- Drop off area is located in the office. This is where you can drop off a lunch, forgotten homework assignment, jacket or other personal items. Students may then come in at recess or lunch to get the item. If needed, a note alerting the student of the item can be given to the office staff who will pass it on to the teacher.
- Parents who urgently need to speak to their child during instructional time must report to the office first and sign in. A private area may be arranged to meet with their child.
- Requests for homework for absent students should be made through the office by 11:00 AM on the day of the absence. For extended absences other than illness, parents should contact the office to request Independent Study Agreement.
- Students who are taken from the school site during the school day must be signed out in the office and called from the classroom by the office staff.
- Classroom visitation by prospective students and parents should be scheduled and approved by the administration during predetermined visitation times.
- Staff members and parents should use discretion when conversing during class time and on playground duty to keep interruptions to a minimum.
- Parents who are volunteering in classrooms need to turn off their cell phones or put them on vibrate.

### **Leaving Campus**

No child is permitted to leave the school campus at any time during school hours unless they have permission from the office and are accompanied by an adult. Children will only be released to parents or designated caretakers as indicated on the student's emergency card unless the office is notified of other arrangements.

### **A Safe and Orderly Environment**

An important part of our school culture is that students take responsibility for their behavior, and accept the consequences of their choices. The following community norms are in place so that all can enjoy a safe and effective learning environment:

Model mutual respect for all adults and students.

Respect school property.

Come to school ready to learn.

Put forward the best effort, every day.

Students maintain personal responsibility for adhering to the rules, policies, and procedures as outlined in student and family handbook.

The staff supports our students in meeting these expectations by:



Making expectations known and clear

Providing explicit instruction regarding how to effectively navigate and negotiate conflict

Providing guided opportunities for learning about peaceful conflict resolution when conflicts arise

Providing feedback and support as necessary

Holding students accountable for their behavior and for keeping agreements

### **Model for Professional Learning**

- All decisions made by administration and the Bridges Board of Directors will remain in philosophical alignment with our Charter's Vision, Mission, and Goals
- We hire teacher leaders who are invested in professional learning so that we can become a model school for innovative, creative teaching methods in alignment with whole child education, inquiry based learning project based learning, and community partnerships.
- Teachers are provided with learning opportunities that prioritize time for creative collaboration with partner teachers, progressive group discussion, and ongoing professional learning.
- We partner with other schools and universities in order to advance our own professional learning and to offer our knowledge to the wider community in support of student learning.

### **Visitors:**

All school visitors must enter through the main office and obtain a visitor's pass to remain on school grounds. Visitors without a visible badge will be directed back to the office. One gate will be open and monitored by a Bridges staff member from 7:45am-8:00am during drop-off and from 2:40pm-3:05pm during release time. Outside of those time frames, the gates will be closed and secured.

### **Non-compliant Visitor:**

If there is a non-compliant visitor on campus, staff will direct the person to report to the front office and meet with administration. If the visitor is non-compliant, a lockdown can be initiated and law enforcement will be contacted.

The Director, Assistant Director, or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or withdrawn, promptly leave school grounds. When a visitor is directed to leave, the Director, Assistant Director, or designee shall inform the visitor that if the visitor reenters the school without following the posted requirements the visitor will be guilty of a misdemeanor.

The Director, Assistant Director, or designee may seek the assistance of the police in managing or reporting any visitor in violation of BP1240, the Volunteer and Visitor Policy.

## **V. Emergency Procedures for a Medical Emergency**

### **(Blood-Born Pathogen or Communicable Disease) CPR and First Aid**

All procedures or other job-related tasks that involve an inherent potential for mucus-membrane of the skin contact with blood, body fluids, tissues, or a potential for spills or splashes of them are to follow the established Universal Precautions at all times. Use of appropriate protective measures are required for all employees engaged in these tasks.

### **Universal Precautions:**

Barrier protection. All employees must use a barrier protection to prevent exposure with blood or other bodily fluids. Some forms of barrier protection would include:

1. Gloves.
2. Dust masks and protective eye wear.
3. Disposable smock and aprons.
4. Personal Protective Equipment (PPE) kits
  - Wash hands if they come in contact with blood or other body fluids.
  - Avoid accidental injuries. Precautions will be taken to prevent injuries caused by needles, broken glass, razor blades, or other sharp materials. These types of materials should be picked up with tongs and placed in a puncture-resistant container for disposal.
  - Avoid direct mouth-to-mouth resuscitation. Use protective mask.
  - Decontaminate all surfaces and devices after use.

Puncture-resistance containers will be carried as part of a blood or body fluid clean-up kit. These containers will be labeled "Biological Waste".

#### **Pre-Emergency Procedures:**

- Awareness of Ventura County Health Department reporting criteria regarding various communicable diseases. •

Immunization tracking following state mandated requirements.

- Follow Ventura County Health Department directives (each case will be different).

Prepare a list of non-immunized/medical fragile students, parents, and staff so they may be notified.

Immediate Action:

- Notify support services, as needed.

Communication:

- Notify school Administration.
- Notify staff, parents, and Board if appropriate.

### **Responding to an Opioid Crisis**

Deaths from opioids have reached epidemic levels and may be preventable through the timely provision of an opioid antagonist, along with the summoning of emergency responders. Under Ed Code §49414.3, schools may provide emergency opioid antagonists to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose. In determining whether to make this medication available, the Board of Directors shall evaluate the emergency medical response time to the school and determine whether initiating emergency medical services is an acceptable alternative to providing an opioid antagonist.

### **Authority**

Each school may designate one or more employee volunteers to receive initial and annual refresher training, based on the standards developed regarding the storage and emergency use of opioid antagonists from the qualified person designated by an authorizing physician and surgeon. The school shall distribute a notice at least once per school year to all staff with the following information:

- A description of the volunteer request stating that the request is for volunteers to be trained to administer opioid antagonists to a person if the person is suffering, or reasonably believed to be suffering, from an opioid overdose.
- A description of the training that the volunteer will receive.
- The right of an employee to rescind his or her offer to volunteer.
- A statement that no benefit will be granted to or withheld from any individual based on their offer to volunteer and that there will be no retaliation against any individual for rescinding their offer to volunteer, including after training.

### **Training:**

The Executive Director should consult with organizations with expertise in administering opioid antagonists in a school environment, including, but not limited to, the California Society of Addiction Medicine, the Emergency Medical Services Authority, the California School Nurses Organization, the California Medical Association, the American Academy of Pediatrics, and others. Training shall be consistent with the most recent guidelines for medication administration issued by the department and include all of the following:

- Techniques for recognizing symptoms of an opioid overdose.
- Standards and procedures for the storage, restocking, and emergency use of opioid antagonists.
- Basic emergency follow-up procedures, including, but not limited to, a requirement for the school to call 911 and contact the student's parent or guardian.
- Recommendations on the necessity of instruction and certification in cardiopulmonary

resuscitation.

**Prescriptions:**

The California State Public Health Officer has issued a CDPH statewide standing order to increase access to opioid antagonists (specifically naloxone hydrochloride).

**Stocking & Expiration Date Tracking:**

The Executive Director or designated administrator shall restock the medication no later than two weeks after it is used. Additionally, the medication shall be restocked prior to its expiration date.

**Recordkeeping:**

The school shall maintain records regarding the training, acquisition, and disposition of opioid antagonists for a period of three years from the date the records were created.

**Liability:**

Under the Good Samaritan Law, a person cannot be liable for any civil damages that result from providing of emergency care, if: the person acted in good faith, and not for compensation; the person provided either emergency medical care or nonmedical care; and the care was provided at the scene of an emergency. Under the Drug Overdose Treatment Liability Law, civil and criminal liability is eliminated for individuals that administer naloxone to someone suspected of experiencing an overdose after receiving it along with required training.

**Students with Disabilities**

Educators need to be aware of the needs and challenges of all students in their care. All emergency planning and preparation must take into account the requirements of students with disabilities (Special Education and General Education).

Employees who will assist students with disabilities need to be identified before the emergency, and practice techniques for assisting those students. They should rehearse their role at every emergency drill so that they and the children they assist will have confidence in the process. All students should participate in all emergency drills, which enables the students with specific needs and the employees who assist them to become familiar with one another and address any concerns before an emergency occurs.

Lists of students with specific needs should be kept in the school Emergency Response Box and shared with the Operations Team Leader, who is in charge of the Search and Rescue Teams and the First Aid Team. Both of these teams need to know the names and challenges faced by these students as it directly impacts the response actions of those teams. Additionally, teams should be aware and have on hand any needed supplies (i.e. diapering supplies, medication supplies, etc.) for students with disabilities.

**Emergency Procedures for Fire**

If the building is on an automatic system, sensors will detect any fires and an alarm will sound.

For buildings that are not on an automatic system, once a fire is detected by any staff member, a manual alarm will need be pulled.

In either system, once a student or staff member becomes aware of a fire, immediately notify the office.

Never attempt to fight a fire larger than a wastebasket.

If you are using a fire extinguisher, remember:

- o P – PULL safety pin from the handle
- o A – AIM at the base of the fire.
- o S – SQUEEZE the trigger handle

o S – SWEEP from side to side

If caught in a fire, when exiting the building: (1) Stay low, (2) Do not open doors hot to the touch. ?

If your clothing catches fire: STOP, DROP, and ROLL.

In case of a notification of a fire:

A. Evacuation Signal/Notifications:

1. The Director/designee will sound the signal for an evacuation due to a fire, which is an intermittently sounding bell or horn.
2. The Director/designee will call 911 for an emergency, and notify the County Fire Department (805-371-1111) for non-emergency, Director/designee and CVUSD Maintenance and Operations (805-498-4557).

B. Evacuation Procedures:

1. At the evacuation signal, employees are to evacuate their classroom following the established route to a predesignated area on the blacktop. If the blacktop is not available, students will evacuate to the large field on the N/E end of the campus.

### **Emergency Procedures for Fire:**

- At the evacuation area, employees in charge of students are to:
- Take attendance (copy of roll sheet should be in rolling backpack)
- Display Green Sign (All Students Present) or Red Sign (Student/s Not Present)
- Designated office staff will check with teachers for missing students and will report to administrative staff.
- Teachers will remain with students until an "all clear" to return to class or until all students are released. Each employee will check on the status of his or her "buddy" staff member. "Buddy System," is used so that one teacher may remain with an injured student and request that the neighboring teacher (buddy) supervise his/her class during the evacuation.
- If there are injured persons who must remain in the classroom, one buddy will remain with the injured party and the other will take all other students to the field.
- If an injured party is in a structurally unsound location where collapse may be imminent, the injured party should be removed to a designated triage areas regardless of the injury. An adult should then remain with the injured party until moved to the first aid area. The designated triage areas will be determine at the time of the incident for Bridges Charter School.

### **At the Command Center, Director/Designee will:**

- Command Center will be determined at the time of incident: ~~1 of 4 possible locations.~~
- Use established flowchart to organize teams.
- Verify student attendance.
- If there are missing students or staff, Search and Rescue team members will be assigned to check the classroom area for the missing persons.
- When missing persons are found, they are to be returned to their assigned classrooms and the Command Center will be notified.
- Teachers and other employees assigned to schoolwide emergency duties other than the supervision of students are to report to the Command Center following evacuation to the blacktop/field.
- Remaining teachers and other employees not assigned to schoolwide emergency duties will assume responsibility for all children on the field.
- All staff and students are to remain on the blacktop/field until the "all clear" signal of a sustained bell or until school is closed and students are released.

### **Emergency Procedures for Earthquake**

A. During the earthquake:

Remain calm - do not rush outside.

Initiate a "Duck and Cover":

- Move away from windows, shelves, overhead hanging objects
- Take cover under a desk, table, counter, etc.
- Hold to your cover.
- If outside, duck and cover against the nearest solid object.
- If outside, do not touch any fallen power lines.

Remain in "Duck and Cover" until all movement ceases.

After the earthquake - Before the evacuation signal:

- Be prepared for aftershocks.
- Check for injuries. Do not move the seriously injured.
- Administer first aid.
- Check the damage in your area for reporting to the Command Center, located in the School Office.
- Extinguish any small fires.
- Check for gas. If gas is smelled, do not turn lights on or off and do not light any matches.
- Make sure to shut off valve
- Contact the gas company

Evacuation Procedure:

- Teachers will determine when it is safe to evacuate to their designated area.
- Office staff will take the Crisis Response Kit and radios for communication to the Command Center.
- Designated staff members will take first aid kits assigned to them to the first aid area.
- Employees in charge of students are to take the Red Binder containing student information and reporting forms with them.

Evacuation Area:

At the evacuation area, employees in charge of students are to:

1. Take attendance (copy of roll sheet should be in rolling backpack)
2. Display Green Sign (All Students Present) or Red Sign (Student/s Not Present)
3. Designated office staff will check with teachers for missing students and will report to administrative staff.
4. Teachers will remain with students until an "all clear" to return to class or until all students are released.
5. Each employee will check on the status of his or her "buddy" staff member. "Buddy System," is used so that one teacher may remain with an injured student and request that the neighboring teacher (buddy) supervise his/her class during the evacuation. If there are injured persons who must remain in the classroom, one buddy will remain with the injured party and the other will take all other students to the field.
6. If an injured party is in a structurally unsound location where collapse may be imminent, the injured party should be removed to a designated triage areas regardless of the injury. An adult should then remain with the injured party until moved to the first aid area.
7. The designated triage areas will be determined at the time of the incident for Bridges Charter site.

## **Command Center**

At the Command Center, Director/designee will:

1. Command Center will be determined at the time of incident
2. Use established school flowchart to organize teams
3. Verify student attendance.
4. If there are missing students or staff, Search and Rescue team members will be assigned to check the classroom area for the missing persons.
5. When missing persons are found, they are to be returned to their assigned classrooms and the Command Center will be notified.

6. Teachers and other employees assigned to schoolwide emergency duties other than the supervision of students are to report to the Command Center following evacuation to the blacktop/field.
7. Remaining teachers and other employees not assigned to schoolwide emergency duties will assume responsibility for all children on the blacktop/ field.
8. All staff and students are to remain on the blacktop/field until the "all clear" signal of a sustained Bell or until school is closed and students are released.

### **Command Center Responsibilities**

#### **Custodians:**

1. Shut off gas, electricity, and water
2. Check for fallen power lines
3. Check that evacuation routes are open
4. Lock the gates and open emergency vehicle access gates
5. Report to the Command Center to set up, give damage report, and receive emergency assignment Command Center:

#### **The Director/Designee:**

1. Will initiate the evacuation signal.
2. Will take the communication radios, battery-powered radio, and bullhorn.

#### **The Attendance Clerk:**

1. Will take the Crisis Response Kit and all other student and staff information as needed.

The designated staff members will take the first aid supplies to the first aid area

All staff members assigned to the Command Center will report for set up and for their schoolwide emergency assignment.

#### **Search and Rescue:**

1. Search and Rescue teams are to assemble at the Command Center to be assigned their specific area to cover.
2. Teams are to take with them first aid materials and transport for injured persons
3. Teams are to take lists of any missing persons.
4. In searching their specific areas, teams are to scan for missing persons
5. Teams are to assess the situation, administer first aid as needed.
6. Injured persons are to be transported to the first aid area by some team members while the remainder of the team continues the search. Members transporting injured persons should return to their team as soon as possible.
7. After each room/area is checked, the outside door is marked with a large "X".

#### **Medical - First Aid:**

1. Staff assigned to medical are to set up the triage area.
2. Treat injured parties as per priorities on injury as to be determined by staff.
3. Complete a Student Release form for all students removed to the hospital by emergency medical personnel.
4. Complete a Student Release Form, provide status reports on the number of injured, dead, and released to the hospital to the Command Center.

#### **Security:**

1. Custodians will lock gates, doors, and generally secure the campus.
2. Aides will report to front gates to direct parents to the staging area.
3. Staff will route fire and police to areas of need.
4. Staff will route emergency medical personnel to the first aid area.

### Communication Plan

- In the event of an emergency, the Director or Designee will contact media personal at VCOE as a central communication hub for communication for the media.
- Internal communication for families will be sent via the parentsquare alert system.
- Parents should refrain from calling the school or District office.
- Phone lines, if working, will be used for emergency communication. School staff will be busy responding to the emergency and preserving student safety. Please be calm.
- Please refrain from going to your child's school unless you have received direction from the school. Traffic around the school may delay the ability of emergency responders from entering or exiting the campus. In addition, the school will be closed to all but emergency responders until the situation is resolved.
- Prepare information regarding the incident related to the school/site/district/COE

### Communication Plan Roles and Responsibilities

<u>Role</u>	<u>Name</u>	<u>Tasks</u>
Team Leader	Director  If not on site, then: Assistant Director School Psychologist	Overall coordination Decision making Liaison with VCOE, responding emergency crew Strategic direction Team guidance and support
Spokesperson	Director VCOE Public Relations Dept.	Media relations Message development Message delivery Crisis Monitoring Crisis documentation
Information Coordinator	Assistant Director School Psychologist School Counselor	Manage, coordinate, organize, gather, disseminate information. Monitor news outlets. Fact Check Information coverage Handle sensitive information, adhering to privacy regulations
Public Relations Specialist	Director	Reputation Management Stakeholder communication Message development and story telling Social media management Crisis recovery and post crisis evaluation
Technical Expert	Assistant Director Administrative Coordinator	Provides guidance on effective methods of communication Communicates between tech team and

		leadership Ensures communication is technically accessible and up to date Addresses any technical issues that may arise during a crisis
Employee Communication Liaison	Assistant Director School Psychologist	Internal communications during and after a crisis Employee messaging Employee support and engagement Communication training and resources for employees Feedback analysis
Stakeholder Engagement Specialist	Director Assistant Director School Psychologist School Counselor	Evaluate communication after the crisis Listen to stakeholder concerns outside of organization Engage in conflict resolution Post-crisis management Stakeholder analysis and insights

#### Emergency Procedures for Facility Lockdown for Active Assailant

- School officials will ensure that staff receives training annually from law enforcement professionals in Active Assailant Preparedness. School staff is trained in Run, Hide, Fight protocols.
- Main entrances into the school grounds are to be posted with regulations regarding no trespassing and no loitering.
- All school visitors must enter directly through the front office and obtain a visitor's pass to remain on school grounds.
- All school sites are to maintain a closed campus during working hours.

#### Initiation

A lockdown must be a response to a clear and present danger to the safety of students or staff at a school site. A lockdown may be initiated by one of the following:

1. Public Safety Officer
2. School Administrator or designee
3. By staff member in lieu of campus administration in the case of an immediate threat
4. If gunfire is heard on or near campus. If the gunfire is heard by other than the school administration, then that staff member must immediately dial 911, **or utilize the classroom panic buttons**, and inform the Director/designee
5. The Director/designee will verify the incident and location and if necessary, initiate the signal for "lockdown" procedures at the school site.
6. The Director/designee will notify the Sheriff's Department (911 or 805-654-9511).
7. Upon their arrival, school administration will be under the direction of law enforcement officials.

**4. Suspicious or Armed Person on Campus – No Gunfire:** If a suspicious or armed person is observed on campus by anyone other than school administration, then that staff member should immediately dial 911 and inform the Director/designee and office. Lockdown procedures will be initiated if necessary.

When attempting to verify a suspicious or armed person on campus:

1. Do not draw attention to yourself.
2. Do not challenge or question the person.
3. Do not communicate in any way.
4. STAY OUT OF IT – STAY AWAY.



Office staff has been instructed that when information is received in the office of a situation requiring a lockdown, whoever receives that information, will immediately activate the school's public address system, inside and outside, announcing the lockdown. There should be no hesitation in announcing the Emergency Procedures for Facility Lockdown for Active Assailant lockdown, and the decision to call the lockdown should be made immediately by whoever receives the call to the office, and should not be delayed for the purpose of checking with Administration before announcing the lockdown.

Follow Full Lockdown, Evacuation, and Reunification Procedures under the Immediate Response Actions section.

### **Emergency Procedures for Assault**

Immediate Action: (Note: More teachers and school personnel are injured while trying to break up fights than during any other campus crisis. If weapons are involved, call 911 immediately.)

1. Notify front office (via radio or telephone) of location and the number of students involved.
2. Walk, Do not run to the fight.
3. Do not try to break up a fight by yourself. Obtain additional help.
4. Analyze the Altercation:
  - a. Is the fight staged?
  - b. Are weapons involved?
  - c. Is the fight winding down?
  - d. Determine the aggressor(s)

#### **Controlling the Altercation:**

1. Use your presence and voice to alert of your presence.
2. Call out participants by name, if possible.
3. Give immediate directions to the participants.
4. Separate combatants and disperse onlookers.

#### **Follow-Up:**

1. Obtain medical assistance.
2. Notify appropriate school administration (they will call Sheriff, if needed).
3. Obtain names of witnesses and have those complete written statements.
4. Allow for a cooling-off period.
5. If necessary, preserve the crime scene for evidence.
6. Contact Parents and the Board

### **Emergency Procedures for a Threat of Violence**

This procedure should be followed if site personnel receive a threat that may target an individual, a particular group or the entire school community. Such threats may be received by written note, e-mail communication, drawings, social media posts, or phone call. The School Administrator should ensure all threats are properly assessed in accordance with School Policy.

#### **Procedure**

1. The School Administrator will identify the type of threat and attempt to determine the individual(s) making the threat
2. The School Threat Assessment Team (School Psychologist, Counselor, School Administrator/s, and County Resources if needed) will conduct the threat assessment. The Sheriff's department will be notified and asked to conduct their own threat assessment.
3. The Sheriff's department, along with the School Threat Assessment Team, will assess the warning signs, risk factors, stabilizing factors and potential precipitating events.
4. The Sheriff's department, along with the School Threat Assessment Team, will assess the warning signs by evaluating the associated oral, written or electronic threatening communications.
5. The Sheriff's department, along with the School Threat Assessment Team, will recommend appropriate action to the School Administrator. Suspension, expulsion, or a behavior modification plan may be necessary for participating students.
6. As soon as the physical safety of those involved has been insured, attention will turn to meeting the emotional and

psychological needs of students and staff. Crisis intervention may be necessary and appropriate.

7. Administration will notify school personnel, parents/guardians, and Board of any credible threat of violence that disrupts the school day.

### **Emergency Procedures for Bomb Threat**

It should be stressed that, although most reports indicate that explosives or bombs have been placed at a particular location prove to be nothing more than a hoax, it behooves any organization receiving the threat to consider it to be authentic until proven otherwise. The decision to evacuate the building(s) should be made by the Director or other designated person in accordance with the school policy. The signal and procedures for evacuation and search must be thoroughly understood by all members of the staff.

1. Be alert for (1) suspicious persons, (2) foreign or suspicious objects, or (3) unusual sounds.
2. Ensure that doors and access areas (i.e., boilers, storage, etc.) are locked when not in use.
3. Keep all keys secure and accounted for. Immediately replace locks for lost keys.
4. Routinely check fire exits and evacuation routes to keep them unobstructed.
5. Head Custodian will routinely check.

#### **If you receive a bomb threat:**

A. The person receiving the call should:

1. Remain calm
2. Use the school Bomb Threat Checklist pg. 145 (appendix C)
3. Keep the caller talking as long as possible and record every word
4. If possible, get the attention of the Director/designee while on the line.
5. Provide full information following the call to include the location of the bomb
6. Remain available for emergency personnel along with a copy of the Bomb Threat Checklist

B. The Director/designee should notify the proper authorities:

1. Call 911
2. Sheriff Department 805-654-9511
3. County Fire Department 805-371-1111 ext. 34
4. Board of Directors
5. **CVUSD** Maintenance and Operations 805-498-4557

C. In every instance, the dictates of law enforcement and emergency personnel will be followed.

1. The Director/designee, in collaboration with emergency personnel, will choose one of the
2. following options, keeping student and staff safety foremost:
  - a. Search the campus without an evacuation
  - b. Search the evacuation routes, evacuate, and then search the campus
  - c. Evacuate and then search
  - d. No action

Once you have received notice of a bomb threat, do not use hand-held radios, cell phones, pagers, or any other electronic devices. School personnel, particularly Search and Rescue team members, will assist police department and fire department personnel in the inspection of the campus. School personnel know what belongs in the school and which items are strange. With this knowledge at hand, the rooms can be checked quickly and efficiently.

1. Look only for suspicious, out of place, or changed items.
2. Teachers/staff not involved in searching the campus will take responsibility for the students of those who are involved in search procedures.
3. The director/designee will assign staff to specific area to be searched, ensuring that all areas

of the campus are included.

4. Staff specific to a particular area should assist in the search of that area, i.e., cafeteria, library, office, etc.
5. Search teams will report back to the Command Center where the director/designee will then check off that each room in each search area has been inspected.
6. When it has been determined that it is safe to return to class, an "all clear" signal of a sustained ringing bell will be sounded.
7. Within 24 hours, the report section of the Bomb Threat Checklist will be completed and provided to the Director/designee and the Board.

Follow Evacuation and Reunification Procedures under the Immediate Response Actions section.

### **Emergency Procedures for Suicide Ideation**

Student Identified as Suicidal:

When school staff become aware of a student exhibiting potential suicidal behavior, they should contact a campus administrator or designee. They should immediately escort child to office and placed under supervision. They should not "send" the student on their own.

The school's crisis response team for a suicide risk assessment will be contacted.

If the appropriate staff is not available, the Sheriff's Office should be called. Typically, it is best to inform the student what you are going to do every step of the way. Solicit the student's assistance where appropriate. Under no circumstances should the student be allowed to leave school or be alone (even in the restroom). Reassure and supervise the student until a 24/7 caregiving resource (e.g., parent, mental health professional or law enforcement representative) can assume responsibility.

If a student resists, becomes combative or attempts to flee, assistance from law enforcement is essential.

The crisis response team and law enforcement will determine what resources are required for the safety and wellbeing of student.

Collaboration between schools, law enforcement, and community providers is critical.

### **Emergency Procedures for Death at School**

When traumatic events in a school, or community occur, there is an immediate need for effective services to respond to the emotional pain that accompanies loss of distress. The death of a student or faculty member is much like a death in the family. Suicide is especially significant due to the intensity and variety of the feelings, which accompany such a tragedy. The school system has many similarities to the family system and like the family has opportunities to provide a support response.

Pre-Emergency Procedures:

1. Establish and train a Crisis Response Team
2. Establish a school death plan
3. Establish a school telephone and communication for teachers, staff and the Board

Immediate Action:

1. Call 911 and notify Director and Board
2. Keep students in classes away from the crisis area or remove students from the immediate crisis area, and determine if full/modified lockdown is necessary
3. Activate the Crisis Management Team
4. Secure the area until law enforcement arrives
5. Make notes and observations of pertinent information
6. Who observed the occurrence?
7. Who reported the occurrence?
8. What vehicle(s) were involved?

9. Note the approximate time of the incident, when emergency vehicle arrives, and what was done for the victim. Write down your observations as soon as possible.

#### Follow-Up (Family):

1. Contact the family personally and offer support
2. Establish a family support committee (example: to collect money, food donations, etc.)
3. Obtain information regarding funeral visitation, home visits, and family wishes
4. Stop any disciplinary, scholarship, testing, or special placement notifications that may be  
• inadvertently sent to the family

#### School Plan of Action - Announcing the Loss:

1. Notify school community as appropriate: Staff, students, parents
2. Notify faculty of the death through a written message or a faculty meeting
3. Announce the death to the entire school via homeroom or classroom teachers
4. Provide facts to reduce rumors. Extend homeroom or study hour, if necessary
5. Arrange for selected class visits to speak to the students
6. Follow-up with a short faculty meeting to review the facts of the incident and the role of the faculty in assisting with the loss. Allow the faculty an opportunity to share their experiences and suggestions

#### Faculty Response:

1. Identify the students who were close friends or students who would like an opportunity to attend a group or an individual meeting
2. Identify the students obviously in distress and talk with them or have another student help escort them to a group or individual counseling activity
3. Provide an opportunity for students to discuss the loss and what they have learned
4. If students are restless, get them active and focus on a project for the family, if appropriate  
•

Discuss the funeral **or memorial service** to prepare the students who will be attending to know what to expect

#### Counseling and Psychology Responsibilities:

1. Establish an area for counseling (individual or group)
2. Reschedule the day's activities depending upon the needs of the school
3. Request additional counselors, if needed, as determined by the Director and psychologist  
• Identify individuals who can work with groups or individuals.
4. Maintain a list of the students counseled.
5. Make follow-up calls to the parents of the students in distress and make recommendations for the parents to provide support

#### Administrative Responsibilities:

- Keep the staff updated on the events and circumstances
- Identify faculty and staff who are in need of mental health support services
- Utilize counseling, psychology, county office, community counseling, or employee assistance programs
- Emphasize the need to provide hard facts in reducing rumors
- Remove personal items of the deceased from locker, desk, etc.
- Rearrange the seating in the classroom, when appropriate

#### Emergency Procedures for Utility Emergency

If a utility problem is discovered, such as a gas leak or power failure, notify the Director/designee, the Board, and CVUSD Maintenance and Operations Manager

##### 1. Gas Leak:

- Contact So Cal Gas Company 800-352-4070
- Only custodial or Maintenance and Operations personnel specifically trained in shut-off procedures should

- attempt to shut off the building gas
- Do not light matches or turn lights on or off. Extinguish any open flames
- Open windows to allow ventilation
- Stay clear of the problem
- Director/designee should wait outside for CVUSD Maintenance and Operations and direct them to the problem location
- Maintenance and Operations personnel will recommend response procedures and other agencies to be contacted once the leak is confirmed

## 2. Power Failure:

- Contact CVUSD 805-498-4557
- Tune to Emergency Broadcast System on battery-powered radio
- Use the school hand-held radio and notify the Director/designee and CVUSD Maintenance and Operations • Give instruction to staff and students as to evacuate classrooms or not
  - Shut off all electrical switches individually, not at the main switch. If power is restored after hours, items such as coffee makers, which have not been turned off individually will come back on and can overheat and burn. • When power is restored, check the effect of the power outage on the school (i.e., refrigerated food, clocks, etc.)

## 3. If students are evacuating classrooms:

- Employees are to take their rolling back packs containing student information and reporting forms with them • Office staff will take the Crisis Response Kit to the Command Center
- The director/designee will initiate the fire drill evacuation signal of an intermittently sounding bell or horn

### 1. At the evacuation area, employees in charge of students are to:

- Take attendance from roster in backpack.
- Display Green Sign (All Students Present) or Red Sign (Student/s Not Present).
- Remain with students until an "all clear" to return to class or until all students are released.

### 2. At the Command Center, director/designee will:

- Check off classes and their Attendance Signs
- If there are missing students or staff, Search and Rescue team members will be assigned to check the classroom area for the missing persons. Do not re-enter any burning building
- When missing persons are found, they are to be returned to their assigned classroom and the Command Center will be notified

## A. Closing of School:

If there is no other acceptable alternative, the director/designee will secure permission from the Director/ designee to close the school. The office of the Director/ designee will contact public communications systems, such as radio, to announce the closing of the school.

If school needs to be closed:

1. Notify the Sheriff's Department (805-654-9511) and the Board
2. Notify the Maintenance/Operations Department CVUSD (805-498-4557).
3. Initiate school student release procedures for those students who may be picked up by a parent or other authorized adult.
4. Instruct staff to remain with students who are not released until such time as their release at the end of the normal school day under regular release and transportation procedures.
5. The director/designee will remain on campus until the safety of all students is assured.

If school is not closed, many parents will still want to pick their children up from school even if the decision has been made to keep the school open. To ensure that this will occur smoothly, the following procedures should be implemented:

1. Initiate school student release procedures for those students who may be picked up by a parent or other authorized adult.

2. Instruct staff to remain with students who are not released until such time as their release at the end of the normal school day under regular release and transportation procedures
3. The director/designee will remain on campus until the safety of all students is assured.

### **Emergency Procedures for Chemical/Hazardous Material Spill**

Warning of chemical accident is usually received from the police department, fire department, of the local Office of Emergency Services when there is a threat to the safety of the school. These accidents may include overturned tankers, broken fuel lines, and incidents related to the industrial use of chemicals. If offensive odors are present in the ventilation system, they should be reported to the Director/designee. When a reported accident occurs, the following procedures should be implemented:

1. Do not attempt to clean up a spill. It will be assessed by trained personnel who will ensure that proper clean-up techniques are employed.
2. Director/designee will notify the Board and CVUSD Maintenance and Operation (805-498-4557).

3. Director/designee will choose one of the following options:
  - a. No evacuation – students remain in class.
  - b. Evacuate to predesignated field area.
  - c. Evacuate off campus to predesignated student release area
4. If it is necessary to evacuate the area, move cross wind, never directly with or against the wind.
5. If exiting to field or evacuation area:
  - a. The Director/designee will initiate the fire drill evacuation signal of an intermittently sounding bell or horn 2. Employees are to take their rolling backpack containing student information and reporting forms with them 3. Office staff will take the Crisis Response Kit to the Command Center
  - b. At the evacuation area, employees in charge of students are to:
  - c. Take roll
  - d. Display Green Sign (All Students Present) or Red Sign (Student/s Not Present).
  - e. Remain with students until an “all clear” to return to class or until all students are released D.
  - f. At the Command Center, Director/designee will:
    - i. 2. Use Bridges Charter flowchart to organize teams
    - ii. Check off classes and their Attendance Rosters
    - iii. If there are missing students or staff, Search and Rescue team members will be assigned to check the classroom area for the missing persons. Do not re-enter any burning building
    - iv. If there are missing students or staff, Search and Rescue team members will be assigned to check the classroom area for the missing persons.
    - v. Do not re-enter any burning building.

When missing persons are found, they are to be returned to their assigned classrooms and the Command Center will be notified.

If there are missing students or staff, Search and Rescue team members will be assigned to check the classroom area for the missing persons. When missing persons are found, they are to be returned to their assigned classrooms and the Command Center will be notified

Render first aid as necessary. If needed, call “911” or Poison Control Center (1-800-222-1222) Department of Toxic Substance Control (1-916-255-3545)

Do not return to the campus until school personnel and/or emergency personnel have declared the area safe.

Closing of School:

If necessary, the Director/designee will secure permission from the Director/designee to close the school. The office of

the Director/ designee will contact public communications systems, such as radio, to announce the closing of the school.

2. If school is closed:

1. a. Notify the Sheriff's Dept. (805-494-8200) and the Board
2. b. Notify the CVUSD Maintenance/Operations Department (805-498-4557)
3. c. Initiate school student release procedures for those students who may be picked up by a parent or other authorized adult.
4. d. Instruct staff to remain with students who are not released until such time as their release at the end of the normal school day under regular release and transportation procedures.
5. e. The Director/designee will remain on campus until the safety of all students is assured.

If school is not closed: Many parents will still want to pick their children up from school even if the decision has been made to keep the school open. To ensure that this will occur smoothly, the following procedures should be implemented:

1. Initiate school student release procedures for those students who may be picked up by a parent or other authorized adult.
2. Instruct staff to remain with students who are not released until such time as their release at the end of the normal school day under regular release and transportation procedures.

The Director/designee will remain on campus until the safety of all students is assured.

### **Emergency Procedures for Bee Swarms**

Pre-Emergency Procedures:

- Post-emergency numbers (911, Poison Control, County Bee Hotline, etc.)
- Have first aid supplies on hand (with supplies for closing off areas such as barricades and yellow caution tape) •
- Look for bee problems around school grounds

Immediate Action – Bee Attack:

- Evacuate immediate area
- Seek enclosed shelter or, upon attack, run without flailing arms
- Treat injured. Remove stinger(s) with the edge of a credit card or other sharp-edged instrument. Do not attempt to pull stinger out with tweezers or fingers, as this may cause additional venom to be injected.

Immediate Action – Swarm or Hive Located:

- Evacuate immediate area
- Contact CVUSD Maintenance and Operations (805-498-4557)
- Keep bystanders at least 300 feet away by posting yellow caution tape
- Post someone near to keep bystanders away until emergency crew or pest control arrives

Communication:

- Call 911
- Notify Director and CVUSD Maintenance and Operations (805-498-4557)
- If parent communication is needed, use Parentsquare to provide information

Follow-Up:

- Have grounds personnel or CVUSD Maintenance and Operations clean up and remove dead bees

### **Severe Weather Emergencies When School is not in Session:**

Pre-Emergency Procedures:

- Keep a list of local emergency agencies' telephone numbers within easy access
- Establish contacts at local emergency agencies
- Know which community officials have the authority to access school property in emergency situations
- Staff and students should be advised to watch or listen to local media for information on school closures and severe weather

Immediate Action:

- The Director will monitor and determine the safety of school buildings and grounds that may be affected by severe weather conditions

#### Communication:

- If the school is to be closed, notify the Board, County Office of Education and local media of the decision to close
- Notify parents as needed

#### Follow-Up:

- Reschedule the school calendar, if needed
- Complete a written report to the County Office of Education as needed

### **Severe Weather Emergencies When School is in Session:**

#### Pre-Emergency Procedures:

- Keep a list of local emergency numbers within easy access
  - Establish contacts at local emergency agencies
  - Maintain an up-to-date school evacuation/dismissal plan
  - Maintain a plan for sharing school facilities with evacuees
  - Know which community officials have authority to access school property in emergency situations •
- Be aware of evacuation routes leading away from the facility

#### Immediate Action:

- Restrict outdoor activities if severe weather conditions are threatening the area
- Dismiss school only after obtaining ~~Superintendent~~ approval from the County Office of Education and after communicating with Board President or designee.
- If necessary, activate the student reunification plan

#### Communication:

- Notify the Board and County Office of Education as needed
- In cases where dismissal is indicated, activate communication through the Director's office

### **Missing Child:**

#### Pre-Emergency Procedures:

- Review plan with faculty and staff.

#### Immediate Action –If a child is reported missing:

- Call parents
- Call the teacher(s).
- Call Yard and instructional support staff.
- Check the entire school, including buildings, athletic fields, garbage dumpsters, and after school programs for the missing student.
- Notify the police or notify appropriate law enforcement.
- Get an accurate description of the child. Include what the child was last seen wearing.
- Attempt to find out who last saw the child and where he/she was seen.
- Contact close friends of the missing student to possibly obtain information as to their whereabouts. • Designate a school contact person to continue working with the parents and law enforcement if the child is not located.

#### If the school notices the child missing:

- Check buildings, yard and fields, and after school programs for the missing student.



- Verify information regarding the missing child (Who last observed the child? Where is the child missing from?).
- Designate a school official to work as a liaison with law enforcement.
- Have a family member file a police report, if the child is not located.

#### Communication:

- Give law enforcement an accurate description of the student, including clothing and a photograph, if available.
- Contact the child's parents.
- If unable to locate a parent, use numbers on the student emergency card.
- Interview the missing student's friends for information as to their whereabouts, possibility of running away, or returning home for fear of punishment.

### Missing Adult

#### Immediate Action –

- Attempt phone contact.
- Contact law enforcement to do a welfare check at the person's home.
- Contact personnel office for a listing of relatives or friends to contact.
- Designate a school official to be a liaison with law enforcement, in case the person is not located.

#### Follow-Up:

- Arrange selected class visits to speak, as necessary, to provide facts and to reduce rumors.
- Forward a written report to the Board.

#### Confidential Information:

- According to federal statutes, an educational agency or institution may disclose personally identifiable information from an education record to appropriate parties in connection with an emergency, if knowledge of the information is necessary to protect the health and safety of the student or other individuals.
- If law enforcement or medical personnel need information to protect the health and safety of a student, provide whatever information is needed.
- Generally, the only information that should be provided to the media is confirmation of the student's attendance in our school. Comments to the media should be referred to the designated person.
- However, in the case of a missing child, providing information to the media that may aid in the discovery and/or protection of the child is permissible.

#### Immediate Action:

- If a situation occurs, a call should be made to Child Protective Services (CPS) to notify them in case they have an on-going investigation with the family.
- Contact the family by telephone, if possible.
- Contact emergency telephone references.
- Contact necessary school administration.
- If contact cannot be made with the parents, call the Sheriff's Department or the school Resource Officer for an officer to respond. (805-494-8200)
- Place written documentation in student file regarding the circumstances surrounding the incident.

#### Confidential Information:

- According to federal statutes, an educational agency or institution may disclose personal identifiable information from an educational record to appropriate parties in connection with an emergency if knowledge of the information is necessary to protect health and safety of the student or other individuals.
- If a law enforcement officer or medical personnel needs information to protect the health and safety of a student, the school will provide whatever information is needed.
- Media. - Generally, the only information that should be provided to the media is confirmation of the student's attendance at Bridges Charter School. The media should generally be referred to the Director or designee. However, in the case of an abandoned child, providing information to the media that may aid in the protection of the child is permissible.

## **Emergency Procedures For Criminal Allegations against a Student**

### **Pre-Emergency Procedures:**

- Administrators and staff are provided written guidelines regarding the release of information pertaining to students and staff.
- Law enforcement must present proper identification.

### **Immediate Action:**

- Determine legal authority of the individual requesting to question anyone on the school premises.
- Work with legal authorities to ensure the questioning occurs with the least possible disruption to the school environment.
- If the parent is not present during the questioning of a student on campus, an administrator may be present during the questioning.

### **Communication:** Information will only be provided to law enforcement as per ED code.

- Do not release the name, address, or phone number of any student unless such information is needed to protect the health and/or safety of the student or other individuals.
- If criminal allegations involve crimes against other students, refer any questions to the investigating officer.

### **Follow-Up:**

- Communicate to staff members and to the parents of the students.
- Report to the Board as appropriate.
- Law enforcement will conclude investigation and do any necessary follow-up.

## **School Discipline**

Bridges Charter School's positive behavior plan is used to address the needs of our students. We are first focused on building a school wide classroom management plan that ensures equitable disciplinary systems across classrooms and clearly articulated behavioral expectations for all common areas of our school. We believe that Whole-Child Education is only possible with clearly defined limits and natural consequences.

**Note:** Parents may be notified of any infraction. Behavioral procedures will not be implemented in a sequential order and will be enforced as necessary in a manner appropriate to the infraction. Severe behaviors that impact the safety and wellbeing of students, staff, and our school site may result in the advancement of this process, foregoing any number of the steps described above.

### **Grounds for possible Suspension:**

- Possessing, using, or being under the influence of an alcoholic beverage or intoxicant of any kind • Possessing, smoking, or using tobacco on school grounds or at school events
- Unlawfully possessing or unlawfully offering, arranging, or negotiating to sell any drug paraphernalia • Fire setting or attempted fire setting
- Willful defiance or disruption of the school, or interfering with the peaceful conduct of the activities of the school • Harassed, threatened, or intimidated a student or staff member
- Causing, attempting, or threatening to cause physical injury
- Willfully using force or violence upon another person
- Causing or attempting to cause damage to a property
- Threatening, intimidating, harassing (including sexual harassment) of any other person
- Engaging in, or having any part in, hazing
- Stealing or attempting to steal school property or private property
- Knowingly receiving stolen school property or private property
- Any acts of defiance or disobedience
- Committing an obscene act or engaging in habitual profanity or vulgarity, including racial or ethnic slurs • Possessing any objects on campus which could be considered dangerous (Note: toy guns -- imitation -- are considered objects of dangerous nature.)

- Forging, falsifying, altering, or using forged school correspondence, passes, or re-admit slips •
- Violating the computer and network electronic information policy
- Tampering with property of the school district
- Terroristic threats against school officials and/or school property

There are five situations in which school administrators have no discretion and must immediately suspend a student and recommend expulsion. The administration of the school must immediately suspend and recommend for expulsion any student who the school administrator determines committed any of the following acts at school or at a school activity off of school grounds:

- (1) Possessing, selling, or otherwise furnishing a firearm;
- (2) Brandishing a knife at another person;
- (3) Unlawfully selling a controlled substance;
- (4) Committing or attempting to commit a sexual assault or committing sexual battery;
- (5) Possession of an explosive.

Students may be suspended for various conduct that includes threatening, causing or attempting to cause physical injury to others; using tobacco or tobacco products; committing theft; and possessing drugs or alcohol. In limited circumstances, conduct subject to suspension can lead to an eventual recommendation for expulsion.

Students may be expelled for various conduct that includes brandishing a knife, possessing an explosive, participating in an act of hate violence; and making a terroristic threat.

School administrators are required to try alternative measures before imposing suspension, unless a student has committed one or more of the offenses listed in items EDUCATION CODE, SECTION

48900: (a)-(e) or their presence causes a danger to persons or property or threatens to disrupt the instructional process.

Bridges Charter has identified a few key successful alternatives to suspension or other forms of exclusionary discipline for student misbehavior that does not require removing the student from school in order to ensure safety of the school community.

#### Emphasize Behavioral Expectations

- Reemphasize behavioral expectations at the time the student misbehaves.
- Employ behavior contracts to establish and reinforce behavioral expectations.

#### Collaborate with Parents/Guardians

- Create a protocol for involving parents in discipline issues.
- Hold a meeting with a student and his or her parent/guardian to provide feedback on misbehavior.

#### Model Constructive Conflict Resolution

- Mediate conflicts between students and/or students and staff.
- Use restorative justice circles to resolve disputes.

#### Address the Root Cause of Misbehavior

- Require students to attend workshops on anger management or building self-esteem.
- Refer misbehaving students to a counselor, social worker, or behavior interventionist and/or arrange for students to receive services from a counseling, mental health, or mentoring agency.

#### Keep Students in Schools

- Require students to attend in-school suspension/detention during lunchtime, at recess, or after school during which time they work on homework.
- Do not remove students from class as punishment for being tardy or misbehaving. Adjust the student's class schedule or placement to maximize academic and behavioral improvement.
- Keep Students Accountable
- Match at-risk students with an adult mentor at school with whom they can check in at the beginning and end of each school day.
- Require daily or weekly check-ins with a staff member or mentor for a set period of time. •

#### Use Alternatives that Teach Good Behavior

- Require students to perform community service.
- Require students to engage in a reflective activity, such as writing an essay about his/her misbehavior and how it affected others and/or the school community, and work with students to choose an appropriate way for

him/her to apologize and make amends to those harmed or offended.

### **Return to School from Suspension**

Students returning to school from a suspension will meet with a support team that includes parents to discuss a return to school plan.

### **Hate Crimes**

Bridges Charter School is committed to providing an environment free of harassment based on such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, gender identity, or mental or physical disability. Bridges Charter School will not condone or tolerate harassment or discrimination of any type by any student, parent, staff member or volunteer. Bridges Charter School will promptly and thoroughly investigate any complaint of harassment or discrimination and take appropriate corrective action, if warranted. This may include a combination of education, counseling, and/or discipline.

Hate violence is the commission of any crime, which is accompanied by an expression of hostility against a person or property or institution because of the victim's real or perceived race, color, religion, ancestry, national origin, disability, gender, or sexual orientation. Specifically prohibited is the use of force or the threatened use of force to willfully injure, intimidate, interfere with, or oppress any person in the free exercise of enjoyment of any right or privilege secured to him or her by the Constitution or laws of this state and this nation. This is applicable to students in grades 4-8 only.

A pupil will be suspended or expelled for said acts which are enumerated in this section and related to school activity or attendance that occur at any time, including but not limited to, any of the following:

While on school grounds.

While going to or coming from school

During the lunch period, whether on or off the campus.

During, or while going to or coming from, a school-sponsored activity.

## **V. Verification of Public Meeting**

### **Method for Communicating Plan and Notifying Public: Ed Code 32288**

The Board of Directors of the Charter School will meet regularly, at least once a month (except during the summer) and in accordance with the Brown Act. The Board of Directors will oversee the implementation of the Charter School's mission and vision, and approve any necessary revisions to its bylaws, policies, and procedures. The Board is fully responsible for the operation and fiscal affairs of BRIDGES Charter School including but not limited to the following:

- Hire, supervise, evaluate, and dismiss the Director of the Charter School
- Approve the hiring, promotion, discipline and dismissal of all employees of the Charter School after considering recommendations by the Director of the Charter School;
- Approve and monitor the implementation of the Charter School's general policies, including effective human resource policies for career growth and compensation of the staff
- Approve all contractual agreements;
- Approve and monitor the Charter School's annual budget and budget revisions;
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of the Charter School in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the Charter School; Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establish operational committees as needed;
- Regularly measure progress of both student and staff performance;
- Involve parents and the community in school-related programs;
- Execute all applicable responsibilities provided for in the California Corporations Code;
- Develop, review or revise the Charter School's accountability goals and mission with consideration of recommendations by the Director of the Charter School
- Engage in ongoing strategic planning;
- Approve the school calendar and schedule of Board meetings;

- Review requests for out of state or overnight field trips;
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the County for consideration; Approve annual independent fiscal audit and performance report;
- Appoint an administrative panel or act as a hearing body and take action or recommended student expulsions.
- The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with, inconsistent with, or preempted by any law, and which is not in conflict with this Charter or the purposes for which public schools are established. Board meetings and the Minutes from those meetings will be posted on our website ([www.bridgescharter.org](http://www.bridgescharter.org)).

Date of Board Meetings/Public Hearing: 2nd Monday of each month

Site of Board Meeting/Public Hearing: Bridges Charter School, Room 14 or virtual if deemed state of emergency

### **Review of Progress for Last School Year**

Each School year the Safety Plan is reviewed by the School Safety Committee and presented to the Bridges Board of Directors to be approved. Community members are invited to a public meeting to review the Safety Plan. Bridges Charter School includes the City, Police and Fire departments, representatives from parent and teacher groups in the plan's revisions and analysis. The Safety Plan is also taken to the school board each year for approval and public review.

Law Enforcement Review Date: 2/09/2024

Safety Committee Review Date: 02/06/2024

School Board Approval Date: 2/12/2024

**Date of Board Meeting/Public Hearing:** 2nd Monday of each month

**Site of Board Meeting/Public Hearing:** Bridges Charter School, Room 14 or via zoom

## **VI. Appendix 1: Board Policies and Administration Regulations**

### **Board Policy and Administration Regulations:**

#### **CHILD ABUSE REPORTING PROCEDURES BP 5141.4 and AR 5141.4**

##### **Child Abuse Prevention and Reporting**

##### **Child Abuse Prevention**

The Bridges Governing Board is committed to supporting the safety and well-being of district students and desires to facilitate the prevention of and response to child abuse and neglect. The Director or designee shall develop and implement strategies for preventing, recognizing, and promptly reporting known or suspected child abuse and neglect.

##### **Child Abuse Reporting**

The Board recognizes that child abuse has severe consequences and that Bridges has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse. The Superintendent or designee shall establish procedures for the identification and reporting of such incidents in accordance with law.

Employees, who are considered mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect. Mandated reporters shall not investigate any suspected incidents but rather shall cooperate with agencies responsible for investigating and prosecuting cases of child abuse and neglect.

The Director or designee shall provide training annually regarding the reporting duties of mandated reporters.

In the event that training is not provided to mandated reporters, the Director or designee shall report to the California Department of Education the reasons that such training is not

provided.

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 his/her employment (Penal Code 11165.6)
3. An injury resulting from the exercise by a teacher, administrator, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be 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, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of the student (Education Code 49001)
5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the student (Education Code 49001)

Mandated reporters include, but are not limited to teachers, instructional aides, teacher's aides or assistants, classified employees, certificated pupil personnel employees administrative officers, supervisors of child attendance, administrators and employees of a licensed daycare facility, childcare teachers, school resource officers or security officers, licensed nurse or health care provider, and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7) A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she 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 11166.05)

Any person shall notify a peace officer if he/she reasonably believes that he/she has 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, where the victim is a child under age 14. (Penal Code 152.3, 288)

#### Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected an instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the a member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

## Reporting Procedures

### 1. Initial Telephone Report

Immediately or as soon as practicably possible after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11166)

East Valley Sheriff's Station  
2101 E. Olsen Road Thousand  
Oaks, CA 91360 805-654-9511

OR

Ventura County Suspected Adult and Child Abuse  
4245 Market Street, Suite 204  
Ventura, CA 93003  
805-654-3200  
Fax: 805-648-9608

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

### 2. Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572). (Penal Code 11166, 11168) Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

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

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her. (Penal Code 11167) Information relevant to the incident of child abuse or neglect may also be given to an investigator from an agency that is investigating the case. (Penal Code 11167)

### 3. Internal Reporting

Employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the Director as soon as possible after the initial telephone report to the appropriate agency.

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

## Training

Training of mandated reporters shall include identification and mandated reporting of child abuse and neglect. (Penal Code 11165.7)

Training shall also include guidance in the appropriate discipline of students, physical contact with students, and maintenance of ethical relationships with students to avoid actions that may be misinterpreted as child abuse.

(cf. 4119.21/4219.21/4319.21 - Professional Standards)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development) (cf.

4331 - Staff Development) (cf.

5145.7 - Sexual Harassment)

#### Victim Interviews by Social Services

Whenever a representative of a government agency investigating suspected child abuse or neglect or the state Department of Social Services deems it necessary, a suspected victim may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the Director or designee shall inform him/her of the following requirements: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.

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2. The selected person shall not participate in the interview.

3. The selected person shall not discuss the facts or circumstances of the case with the child.

4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

#### Release of Child to 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 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. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. (Education Code 48906) Peace officers shall be asked to sign an appropriate release or acceptance of responsibility form.

(cf. 5145.11 - Questioning and Apprehension) Parent/Guardian Complaints

Upon request, the Director or designee shall provide parents/guardians with a copy of the school's administrative regulation that describes how to report suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is other than English, such procedures shall be in their primary language and, when communicating orally regarding those procedures, an interpreter shall be provided.

To file a complaint against a school employee or other person suspected of child abuse or neglect at a school site, 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 also is obligated pursuant to Penal Code 11166 to file a report himself/herself using the procedures described above for mandated reporters.

(cf. 1312.1 - Complaints Concerning Employees)



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 4650.

(cf. 1312.3 - Uniform Complaint Procedures)

#### Notifications

The Director or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, of their reporting obligations under Penal Code 11166, and of their confidentiality rights under Penal Code 11167. The school shall also provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5) Before beginning employment, employees shall sign the statement indicating that they have knowledge of the reporting obligations under Penal Code 11166 and that they will comply with those provisions. The signed statements shall be retained by the Superintendent or designee. (Penal Code 11166.5)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

**NONDISCRIMINATION IN DISTRICT PROGRAMS AND ACTIVITIES** BP 5145.3 and AR 5145.3 Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator ("Coordinator"):

All complaints should be sent to our Title IX Coordinator, who can be reached at:

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Cindy McCarthy  
Assistant Director  
805-492-3569  
cindy.mccarthy@bridgecharter.org

#### Your Rights and Responsibilities under Title IX

- (a) You have the right to fair and equitable treatment and you shall not be discriminated against based on your sex.
- (b) You have the right to be provided with an equitable opportunity to participate in all academic extracurricular activities and athletics offered by the Charter School.
- (c) The Charter School does not currently offer any athletic programs. If it does in the future, you have the right to inquire of the athletic director or other appropriate Charter School administrator as to the athletic opportunities offered by the school.
- (d) You have the right to apply for athletic scholarships.
- (e) You have the right to receive equitable treatment and benefits in the provision of all of the following:

- Equipment and supplies.
- Scheduling of games and practices.
- Transportation and daily allowances.
- Access to tutoring.
- Coaching.
- Locker rooms.
- Practice and competitive facilities.
- Medical and training facilities and services.
- Publicity.

- (f) You have the right to have access to our Title IX Coordinator regarding gender equity laws.
- (g) You have the right to file a confidential discrimination complaint with the United States Office for Civil Rights or California Department of Education if you believe you have been discriminated against or if you believe you have received unequal treatment on the basis of your sex. See below for more information regarding how to file a complaint.

- (h) You have the right to pursue civil remedies if you have been discriminated against.
- (i) You have the right to be protected against retaliation if you file a discrimination complaint.
- (i) You can find out more information regarding your rights, the Charter School's responsibilities, and access information on gender equity laws from the following resources:

- California Interscholastic Federation: <http://www.cifstate.org/governance/equity/index>
- California Department of Education, Office for Equal Opportunity:  
<http://www.cde.ca.gov/re/di/eo/dutytoprotect.asp>
- United States Department of Education, Office for Civil Rights:  
<http://www2.ed.gov/about/offices/list/ocr/frontpage/pro-students/sex-pr.html>

#### How to File a Complaint Under Title IX

- (a) You can find more information regarding how to file a complaint as follows:

- The United States Office for Civil Rights website:  
<https://www2.ed.gov/about/offices/list/ocr/docs/howto.html?src=rt>
- California Department of Education website:  
<http://www.cde.ca.gov/re/di/eo/complaint.asp>
- The Charter School's Uniform Complaint Procedures ("UCP") or Title IX/Harassment/Intimidation/Discrimination/Bullying Policy.

Please see :

<https://bridgescharter.org/wp-content/uploads/2022/11/BP-5145.5-TITLE-IX-Harrassment-Intimidation-Discrimination-an-Bullying-replacement-revised-9-12-22.pdf>

OR 1335 Calle Bouganvilla Thousand Oaks, CA 91360

- (b) A complaint regarding discrimination or harassment based on sex must ordinarily be filed with the U.S. Office for Civil Rights within 180 days of the last act of discrimination. If your complaint involves matters that occurred longer than this and you are requesting a waiver, you will be asked to show good cause why you did not file your complaint within the 180-day period. If you have

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questions about your situation, you can contact the California branch of the Office for Civil Rights at the address listed below. A complaint filed with the Charter School under our UCP alleging unlawful discrimination, harassment, intimidation or bullying must be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation or bullying.

- (c) The U.S. Office for Civil Rights has its own policies and procedures for investigating complaints.

Please review the above link for more information about this process.

A complaint filed with BRIDGES CHARTER under our UCP or Title IX/ Harassment/ Intimidation/ Discrimination/ Bullying policy will be investigated in compliance with those policies.

- (d) There are a variety of ways to file your complaint. You can use the U.S. Office for Civil Rights electronic complaint form filed directly through their website; or mail, email, or send by facsimile your own letter or a completed copy of the Office for Civil Rights Discrimination Complaint Form.

- The electronic complaint form is available at:  
<https://bridgescharter.org/wp-content/uploads/2022/08/171141-ae6c9377-f7e7-4d13-8b70-4a40197f2102.pdf>
- You can send a completed version of this form or your own letter via email, facsimile, or regular mail to the following addresses:

San Francisco Office  
Office for Civil Rights  
U.S. Department of Education

50 United Nations Plaza  
Mail Box 1200, Room 1545  
San Francisco, CA 94102  
Telephone: 415-486-5555  
FAX: 415-486-5570; TDD: 800-877-8339

Email: ocr.sanfrancisco@ed.gov or ocr@ed.gov

To file a UCP or complaint under our Title IX/ Harassment/ Intimidation/ Discrimination/ Bullying complaint directly with the Charter School, please follow procedures set forth in those policies.

**EMERGENCIES AND DISASTER PREPAREDNESS PLAN BP 3516** Actions to be Taken in Case of Disaster  
BRIDGES School Board recognizes that all staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster. This policy shall serve as the BRIDGES policy and procedures for Disaster Preparation. It shall direct strategies, plans and actions related to BRIDGES Disaster Preparedness. All BRIDGES personnel are expected to act in accordance with this policy.

The Board is fully committed to the development of policies and plans that prepare its staff, students and affiliates for the occurrence of emergencies, disasters, and threats of disaster. As such, the Board instructs the Director to establish and execute a comprehensive school safety plan that includes disaster preparedness.

#### Policy Details

##### 1) Emergencies and Disaster Preparedness Plan

- a. The Director or designee shall develop and maintain a disaster preparedness plan which details provisions for handling emergencies and disasters and which shall be included in the comprehensive school safety plan ("Safety Plan").
- b. In developing the school emergency plans, the Director or designee shall collaborate with city and county emergency responders, including local public health administrators.
- c. The Director or designee shall use state-approved Standardized Emergency Management System guidelines and the National Incident Command System when updating site-level emergency and disaster preparedness plans.
- d. The Board shall grant the use of school buildings, grounds, and equipment to public agencies including the American Red Cross, for mass care and welfare shelters during a disaster or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs.
- e. School employees are considered disaster service workers and are subject to disaster service activities assigned to them.

##### 2) Components of the Emergencies and Disaster Preparedness Plan

- a. The Director or designee shall ensure that school site plans to address, at a minimum, the following types of emergencies and disasters:
  - i. Fire on or off school grounds which endanger students and staff
  - ii. Earthquake or other natural disasters
  - iii. Environmental hazards
  - iv. Attack or disturbance, or threat of attack or disturbance, by an individual or group
  - v. Bomb threat or actual detonation
  - vi. Biological, radiological, chemical and other activities or heightened warning of such activities.
  - vii. Medical emergencies and quarantines, such as a pandemic influenza outbreak.
- b. The Director or designee shall ensure that the procedures include strategies and actions for prevention/mitigation, preparedness, response, and recovery, including but not limited to, the following:
  - i. Regular inspection of school facilities and equipment and identification of risks.
  - ii. Instruction and practice for students and employees regarding emergency plans, including; Training of staff in first aid and cardiopulmonary resuscitation and regular practice of

emergency procedures by students and staff

iii. Specific determination of roles and responsibilities of staff during a disaster or other emergency, including determination of: 1. The appropriate chain of command at the site

2. Individuals responsible for specific duties

3) Designation of the Director for the overall control and supervision of activities at the school during the emergency, including authorization to use his/her discretion in situations which do not permit execution of prearranged plans.

4) Identification of at least one person at the site who holds a valid certificate in first aid and cardiopulmonary resuscitation

5) Assignment of responsibility for identification of injured persons and administration of first aid.

3) **Develop a Plan for** Personal safety and security, including;

- Identification of areas of responsibility for supervision of students
- Procedures for evacuation of students and staff, including posting of evacuation routes
- Procedures for release of students, including a procedure to release student when reference to the emergency card is not feasible
- 4. Identification of transportation needs, including a plan that allows bus seating capacity limits to be exceeded when a disaster or hazard requires students to be moved immediately to ensure their safety
- Provision of a first aid kit to teach the classroom.
- Arrangements for students and staff with special needs
- Upon notification that a pandemic situation exists, adjustment of attendance policies for students and sick leave policies for staff with known or suspected pandemic influenza or other infectious diseases

4) **A Plan for** Closure of the school, including an analysis of the impact on student learning and methods to ensure continuity of instruction.

7) How to provide for continuity of operations for essential central office functions, such as payroll and ongoing communications with students and parents/guardians.

8) **Methods of** Communication among staff, parents/guardians/ the Board, other governmental agencies, and the media during an emergency, including:

- Identification of spokesperson
- Development and testing of communication platforms, such as hotlines, telephone trees, and websites.
- Development of methods to ensure that communications are, to the extent practicable, in a language and format that is easy for parents/guardians to understand.
- Distribution of information about school site emergency procedures to staff, students, and parents/guardians.

9) Cooperation with other state and local agencies, including

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

10) Steps to be taken after the disaster or emergency, including:

- Inspection of school facilities
- Provision of mental health services for students and staff, as needed.
- Fire Drills and Fires
- Fire Drills

11) **Procedures for Fire Drills:**

- The Director shall cause the fire alarm signal to be sounded a minimum of 4 times during each school year.
- The Director shall notify staff as to the schedule for fire drills.
- Whenever a fire drill is held, all students, teacher and other employees shall be directed to leave the building.
- Teachers shall ascertain that no student remains in the building
- Teachers shall be prepared to select alternate exits and shall direct their classes to these exits whenever

the designated escape route is blocked.

- The Director or designee shall keep a record of each fire drill conducted and file a copy of this record with the office of the Director or designee.

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

- The Director or designee shall sound fire signals unless the school and/or building is equipped with an automatic fire detection and alarm system.
- The Director or designee shall call 911
- If the fire is extensive, the students shall be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can safely be transported to their homes.

#### 12) Procedures for Bomb Threats:

- All persons shall be directed to leave the building and shall proceed outside to designated assembly areas.
- Staff shall give students clear direction and supervision and help maintain a calm and orderly response.
- In outside assembly areas, teachers shall take roll, report missing students, and provide assistance to any injured students.
- In outside assembly areas, the Director, designee and/or each department head shall account for their staff, report missing staff, and provide assistance to any injured staff.
- Receiving Threats
  - Any staff member receiving a telephoned bomb threat shall try to keep the caller on the line so as to gather information about the location and timing of the bomb and the person(s) responsible. He/she should also try to determine the caller's gender and age and should take note of any distinctive features of voice or speech and any background noises such as music, traffic, machinery or other voices.
  - Staff members who customarily receive telephone calls or handle packages shall receive training related to bomb threats.
  - 1. Any employee who receives a bomb threat shall immediately call 911 and also report the threat to the Director or designee. If the threat is in writing, he/she shall place the message in an envelope and take note of where and by whom it was found.
  - Any student or employee seeing a suspicious package shall promptly notify the Director or designee.
  - The Director or designee shall immediately use fire drill signals and institute standard evacuation procedures as specified in the emergency plan.
  - The Director or designee shall turn off any two-way radio equipment that is located in a threatened building.
  - Law enforcement and/or fire department staff shall conduct the bomb search. School police officers may assist in this search. No other school staff shall search for or handle any explosive or incendiary device.
  - Except for school police officers, no staff or students shall reenter the threatened building(s) until the law enforcement and/or fire department staff advises the Director or designee that reentry is safe.
  - Any student who makes a bomb threat shall be subject to disciplinary procedures.

#### 13) Earthquake Preparedness

- Earthquake emergency procedures shall be established and shall be incorporated into the comprehensive school safety plan. ii. Earthquake emergency procedures shall be aligned with the Standardized Emergency Management System and the National Incident Management System.
- Earthquake emergency procedures shall include, but not be limited to, all of the following;
  - A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staff.
  - A drop procedure whereby each student and staff member takes cover under a table or desk, dropping to his/her knees, with the head protected by the arms and the back to the windows. Drop procedures shall be practiced at least once each school trimester.
  - Protective measures to be taken before, during and following an earthquake.
  - A program to ensure that students and staff are aware of and properly trained in the earthquake

emergency procedure system.

The Director or designee may work with the California Office of Emergency Services and the Seismic Safety Commission to develop and establish the earthquake emergency procedures. (Ed Code 32282)

- Earthquake emergency procedures shall outline the roles and responsibilities of students and staff during and after an earthquake.
- Staff and students shall be informed of the dangers to expect in an earthquake and procedures to be followed. Students shall be instructed to remain silent and follow direction given by staff in such an emergency. Staff and students also shall be taught safety precautions to take if they are in the open or on the way to or from school when an earthquake occurs.
- Earthquake emergency procedures shall designate outside areas and alternative areas, which may include areas off campus if necessary, in which students will assemble following evacuation. In designating such areas, the Director or designee shall consider potential post-earthquake hazards outside school buildings including, but not limited to, power lines, trees, covered walkways, chain link fences that may be an electric shock hazard, and areas near buildings that may have debris.
- Earthquake emergency procedures shall designate evacuation routes and alternative routes that avoid areas with potential hazards to the extent possible. The needs of students with disabilities shall be considered when planning evacuation routes.
- The Director or designee shall identify potential earthquake hazards in classrooms and other district facilities. Potential hazards may include, but are not limited to, areas where the main gas supply or electric current enters the building, suspended ceilings, pendant light fixtures, large windows, stairwells, science laboratories, storage areas for hazardous materials, shop areas, and unsecured furniture and equipment. To the extent possible, such shall be minimized by securing equipment and furnishing and removing heavy objects from high shelves.

#### Earthquake While Indoors at School

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

#### Earthquake While Outdoors on School Grounds

- When an earthquake occurs, the following actions shall be taken by staff or other persons in authority who are outdoors on school grounds:
- Staff shall direct students to walk away from buildings, trees, overhead power lines, power poles or exposed wires.
- Staff shall have students perform the drop procedure.
- Staff shall have students stay in the open until the earthquake is over or until further directions are given.

#### Earthquake While on the Bus:

- If students are on the school bus when an earthquake occurs, the bus driver shall take proper precautions to ensure student safety. The driver shall pull to the side of the road, away from any outside hazards if possible, and turn off the ignition. As soon as possible, the driver shall contact the Director or designee for instructions before proceeding on the route.
- After the Earthquake has subsided, the following actions shall be taken
- Staff shall extinguish small fires if possible
- Staff shall provide assistance to any injured students, take roll, and report missing students to the Director or designee.
- Staff and students shall not light any stoves or burners until the area is declared safe.
- All buildings shall be inspected for water and gas leaks, electrical breakages, and large cracks or earth

slippage affecting buildings.

- The Director or designee shall post staff at a safe distance from all building entrances and instruct staff and students to not reenter until the buildings are declared safe.
- The Director designee shall request assistance as needed from the county or city civil defense office, fire and police departments, city and county building inspectors, and utility companies and shall confer with them regarding the advisability of closing the school.

#### Facilities Inspection:

- The Board recognizes that the condition of school facilities may have an impact on safety, student achievement, and employee morale and desires to provide school facilities that are safe, clean and functional.
- The Director or designee shall conduct a facilities inspection and maintenance program to ensure that school facilities are maintained in good repair in accordance with law. At a minimum, the program shall analyze those facility conditions specified on the facilities inspection tool developed by the Office of Public School Construction, including the following;
  - Gas leaks: Gas systems and pipes appear safe, functional and free of leaks
  - Mechanical Systems: heating, ventilation, and air condition systems as applicable are functional and unobstructed.
  - Windows/doors/gates/fences: conditions that pose a safety and/or security risk are not evident.
- Interior surfaces (floors, ceilings, walls, and windows casing) Interior surfaces appear to be clean, safe and functional.
- Hazardous Materials: There does not appear to be evidence of hazardous material that may pose a threat to students or staff.
- Structural Damage: there does not appear to be structural damage that could create hazardous or uninhabitable conditions.
- Fire Safety: the fire equipment and emergency systems appear to be functioning properly.
- Electrical: There is no evidence that any portion of the school has a power failure and electrical systems, components, and equipment appear to be working properly.
- Pest/Vermin Infestation: Pest or vermin infestation is not evident
- Drinking Fountains: Drinking fountains appear to be accessible and functioning as intended.
- Restrooms: restrooms appear to be accessible during school hours, are clean, functional, operational and supplied.
- Sewers: Sewer line stoppage is not evident.
- Roofs: Roof system appears to be functioning properly.
- Playground/School grounds: They playground equipment and school grounds appear to be clean, safe and functional.
- Overall Cleanliness: School grounds, buildings, common areas, and individual rooms appear to be cleaned regularly.
- The Director or designee shall work with CVUSD administration to ensure that any necessary repairs identified during the inspection are made in a timely and expeditious manner. The Director or designee shall provide the Board with regular reports regarding the facility inspection program and updates of any visits to the site by the County Director of Schools.

#### **INDIVIDUALIZED EDUCATION PROGRAM BP 6164 Special Education**

Under California's Master Plan for Special Education ("Master Plan"), all of the school districts in Ventura County (including those schools chartered through the Ventura County Office of Education) joined together to form the Ventura County Special Education Local Plan Area ("SELPA"). It is the responsibility of the SELPA to see that all children found eligible for Special Education receive the services necessary for them to benefit from their educational program. As a participating party in the Ventura County SELPA, BRIDGES Charter School must establish policies to ensure its coordination with the intent and obligations of the Master Plan.

#### **SCOPE**

This policy applies to all BRIDGES Personnel with respect to decisions and actions pertaining to the provision of special education programs.

#### **POLICY DETAILS:**

The Director shall ensure that this policy and set of procedures is implemented and followed.

Step 1: Teacher or parent identifies gaps in a student's learning or has concerns about a student's academic at-risk status.

Step 2: General Education intervention techniques are employed and monitored.

Step 3: If necessary, student is referred to a Student Study Team ("SST")

Step 4: SST meets to review collected baseline data. Identified actions from SST are implemented.

Note: SST is a function of general education, and may be made up of a number of school professionals such as a school administrator, school psychologist, general education teacher, school nurse, special educator, counselor, and others as necessary. The purpose of the SST is to identify the students' needs and to use all the resources available to the general education classroom to solve them.

Step 5: If necessary, student is recommended for assessment to determine Special Education eligibility. Academic assessment is performed once assessment plan is signed by parent(s).

After general education and SST interventions have been attempted, the SST may recommend a student for assessment to determine Special Education eligibility. In this case, the parent would receive an Assessment Plan noting the areas and professionals who will be assessing. Both formal and informal assessment procedures may be used to determine the presence of a disability and to define the educational needs of the student.

Initial assessment for Special Education cannot be done without prior written consent of the parent or guardian. This requirement does not apply to the generalized screening and routine testing given to all students in school, but it does apply to any individual test that will lead to decisions about eligibility or services in Special Education.

Step 6: Initial Individualized Education Plan (IEP) meeting held to report out assessment results and determine eligibility.

Step 7: If the student is identified as having a disability and is found to be eligible for special education, Special Education services are offered and goals are set. Information on special education eligibility can be found in the Ventura County Selpa Eligibility Guidelines available at [www.venturacountyselpa.com](http://www.venturacountyselpa.com).

Step 8: The IEP team will decide the location in which a student receives his or her Special Education services. Many services are provided in the general education classroom or other settings such as the cafeteria and playground. The services may be provided by a Special Education specialist who comes in and works directly with the student or a group of students, or who consults with the general education teacher. Sometimes, the general education teacher will be the provider of the Special Education services.

Step 9: Progress reports will be provided at report card time. IEPs will be reviewed annually. Reassessment of eligibility will take place every third year. We follow all IDEIA and SELPA timelines for assessment and reviews of IEPs.

#### **SUSPENSION AND EXPULSION/DUE PROCESS BP 5144 Suspension**

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and wellbeing of all students at Bridges Charter School. In creating this policy, Bridges Charter School has reviewed Education Code Section 48900 et seq. which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions.



The language that follows closely mirrors the language of Education Code Section 48900 et seq. Bridges Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

For a pupil subject to discipline under this policy, the administration of the school may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil's specific misbehavior as appropriate.

Bridges Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the school's main office.

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

Bridges Charter School will follow the Rehabilitation Act of 1973 ("Section 504"), the Individuals with Disabilities Education Act ("IDEA"), and all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the school has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students..

No student shall be involuntarily removed by Bridges Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to initiate the procedures specified below for suspensions, before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates the procedures specified below for suspensions, the student shall remain enrolled and shall not be removed until Bridges Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

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

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity e) Cyber bullying as per Bridges Charter School's policy.

#### B. Prohibited Misconduct Activities

1. Discretionary Suspension Offenses: Students may be suspended or expelled for any of the following acts when it is determined the student:

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

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

- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053- 11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- r) Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic

performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

“Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by Bridges Charter School.

“Electronic Act” means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
  - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
  - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph above.
  - (c) “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
  - (d) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

#### An act of cyber sexual bullying

- i. For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
- ii. For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely

on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

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

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

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

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

c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053- 11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property.

g) Stole or attempted to steal school property or private property.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property.

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

m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or

retaliating against that student for being a witness.

- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.

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

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

Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by Bridges Charter School.

"Electronic Act" means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
  - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
  - (1) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph above. (1)"Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
  - (b) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

An act of cyber sexual bullying.

- i. For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
- ii. For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

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

A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

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

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

If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

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

antique firearm.

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

### C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

#### 1. Conference

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

The conference may be omitted if the Director or designee determines that an emergency exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

#### 2. Notice to Parents/Guardians

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

#### 3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Director or Director’s designee, the pupil and the pupil’s guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Director or designee upon either of the following: 1) the pupil’s presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil’s suspension will be extended pending the results of an expulsion hearing.

### D. Authority to Expel

A student may be expelled either by Bridges Charter School Board following a hearing before it or by Bridges Charter School Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of Bridges Charter School’s governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

## E. Expulsion Procedures

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

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the Pupil makes a written request for a public hearing three (3) days prior to the hearing.

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

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

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

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. Bridges Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.



6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, Bridges Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to Bridges Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

#### G. Record of Hearing

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

#### H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The

Decision of the Board is final.

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

I. Written Notice to Expel

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

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

#### J. Disciplinary Records

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

#### K. No Right to Appeal

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

#### L. Expelled Pupils/Alternative Education

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

#### M. Rehabilitation Plans

Students who are expelled from Bridges Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to Bridges Charter School for readmission.

#### N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Director or designee and the pupil and guardian or representative to determine

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whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Director or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon Bridges Charter School's capacity at the time the student seeks readmission.

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

##### 1. Notification of SELPA

Bridges Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who Bridges Charter School or SELPA

would be deemed to have knowledge that the student had a disability.

## 2. Services During Suspension

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

## 3. Procedural Safeguards/Manifestation Determination

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

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan. If Bridges Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

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

- a. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that Bridges Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and Bridges Charter School agree to a change of placement as part of the modification of the behavioral intervention plan. If Bridges Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then Bridges Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

## 4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or Bridges Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or Bridges Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and Bridges Charter School agree otherwise.

## 5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining

whether to order a change in placement for a child with a disability who violates a code of student conduct.

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

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

#### 6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team. 7.

#### Procedures for Students Not Yet Eligible for Special Education Services

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

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

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

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

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

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

#### **UNIFORM COMPLAINT PROCEDURES** BP 1312 Uniform Complaint Policy and Procedures

##### Scope

Bridges Charter School ("BCS") policy is to comply with applicable federal and state laws and regulations. BCS is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations

shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

(1) Complaints of unlawful discrimination, harassment, intimidation or bullying against any protected group, including actual or perceived discrimination, on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity; and (2) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: American Indian Education Centers and Early Child Education Program Assessments, Child Nutrition, Foster and Homeless Youth Services, Every Student Succeeds Act / No Child Left Behind Act (2001) Programs (Titles I-VII), including improving academic achievement, compensatory education, limited English proficiency, and migrant education, Special Education Programs. (3) A complaint may also be filed alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.

a. "Educational activity" means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

b. "Pupil fee" means a fee, deposit or other charge imposed on pupils, or a pupil's parents or guardians, in violation of Section 49011 of the Education Code and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

i. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.

ii. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.

iii. A purchase that a pupil is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.

c. A pupil fees complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees.

d. If the Charter School finds merit in a pupil fees complaint the Charter School shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by the Charter School to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.

e. Nothing in this section shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or school districts, school, and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.

(4) Complaints of noncompliance with the requirements governing the Local Control Funding Formula or Sections 47606.5 and 47607.3 of the Education Code, as applicable.

(5) Complaints of noncompliance with the requirements of Education Code Section 222 regarding the rights of lactating pupils on a school campus. If the Charter School finds merit in a complaint, or if the Superintendent finds merit in an appeal, the Charter School shall provide a remedy to the affected pupil. The Charter School acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible) the confidentiality of the parties and the integrity of the process. The Charter School cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, the Charter School will attempt to do so as appropriate. The Charter

School may find it necessary to disclose information regarding the complaint/complainant to the extent necessary to carry out the investigation or proceedings, as determined by the Director or designee on a case-by-case basis.

The Charter School prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of unlawful discrimination, harassment, intimidation or bullying. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

#### Compliance Officers

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure the Charter School's compliance with law:

Cindy McCarthy  
Assistant Director  
1335 Calle Bouganvilla  
Thousand Oaks, CA 91360  
(805) 492-3569

The Director or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Director or designee.

Should a complaint be filed against the Director, the compliance officer for that case shall be the President of the Charter School Board of Directors.

#### Notifications

The Director or designee shall annually provide written notification of the Charter School's uniform complaint procedures to employees, students, parents and/or guardians, advisory committees, private school officials and other interested parties (e.g., Adult Education).

The annual notice shall be in English, and when necessary, in the primary language, pursuant to section 48985 of the Education Code if fifteen (15) percent or more of the pupils enrolled in the Charter School speak a single primary language other than English.

The Director or designee shall make available copies of the Charter School's uniform complaint procedures free of charge.

The annual notice shall include the following:

(a) A statement that the Charter School is primarily responsible for compliance with federal and state laws and regulations.

(b) A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.

(c) A statement identifying the responsible staff member, position, or unit designated to receive complaints.

(d) A statement that the complainant has a right to appeal the Charter School's decision to the CDE by filing a written appeal within 15 days of receiving the Charter School's decision.

(e) A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code § 262.3.

(f) A statement that copies of the local educational agency complaint procedures shall be available free of charge. Procedures

The following procedures shall be used to address all complaints which allege that the Charter School has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

- Step 1: Filing of Complaint

Any individual, public agency, or organization may file a written complaint of alleged noncompliance by the Charter School.

A complaint alleging unlawful discrimination, harassment, intimidation or bullying shall be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation or bullying. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying.

Pupil fee complaints shall be filed not later than one (1) year from the date the alleged violation occurred.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, the Charter School staff shall assist him/her in the filing of the complaint.

- Step 2: Mediation

Within three (3) days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the Charter School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

- Step 3: Investigation of Complaint

The compliance officer is encouraged to hold an investigative meeting within five (5) days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the Charter School's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The Charter School's refusal to provide the investigator with access to records and/or other information

related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

- Step 4: Response

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the Charter School's investigation and decision, as described in Step #5 below, within sixty (60) days of the Charter School's receipt of the complaint.

- Step 5: Final Written Decision

The Charter School's decision shall be in writing and sent to the complainant. The Charter School's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion(s) of law.
3. Disposition of the complaint.
4. Rationale for such disposition.
5. Corrective actions, if any are warranted.
6. Notice of the complainant's right to appeal the Charter School's decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.
7. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, notice that the complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.
8. For unlawful discrimination, harassment, intimidation or bullying complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of the Charter School's expectations. The report shall not give any further information as to the nature of the disciplinary action.

#### Appeals to the California Department of Education

If dissatisfied with the Charter School's decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving the Charter School's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the Charter School's decision.

Upon notification by the CDE that the complainant has appealed the Charter School's decision, the Director or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.
2. A copy of the decision.
3. A summary of the nature and extent of the investigation conducted by the Charter School, if not covered by the decision.



4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
5. A report of any action taken to resolve the complaint.
6. A copy of the Charter School's complaint procedures.
7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including cases in which the Charter School has not taken action within sixty (60) days of the date the complaint was filed with the Charter School.

#### Civil Law Remedies

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

#### Exhibit "A"

##### Uniform Complaint Procedure – Annual Notice

Bridges Charter School ("BCS") has the primary responsibility to insure compliance with applicable state and federal laws and regulations and has established procedures to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of state or federal laws governing educational programs and the charging of unlawful pupil fees.

BCS shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedure ("UCP") adopted by our Governing Board. Unlawful discrimination, harassment, intimidation, or bullying complaints may be based on actual or perceived characteristics of age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, genetic information, physical disability, mental disability, medical condition, marital status, nationality, national origin, race or ethnicity, religion, sex, sexual orientation, or on a person's association with a person or group with one or more of these actual or perceived characteristics, in any BCS program or activity that receives or benefits from state financial assistance.

The UCP shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in:

- American Indian Education Centers and Early Child Education Program Assessments
- Foster and Homeless Youth Services
- Child Care and Developmental Programs
- Child Nutrition Programs
- Regional Occupational Centers and Special Education Programs
- Every Student Succeeds Act / No Child Left Behind Act (2001) Programs (Titles I-VII)
- Bilingual Education
- Economic Impact Aid

A complaint of noncompliance with laws relating to pupil fees may be filed pursuant to the local UCP. A pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:

- A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
- A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
- A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.
- A pupil fee complaint shall not be filed later than one (1) year from the date the alleged violation occurred.

Complaints of noncompliance with laws relating to pupil fees are filed with the Director of a school. A complaint regarding pupil fees may be filed anonymously if the complaint provides evidence or information to support an allegation of noncompliance with laws relating to pupil fees. Complaints other than complaints relating to pupil fees must be filed in writing with the following compliance officer:

Cindy McCarthy  
Curriculum Coordinator  
Bridges Charter School  
1335 Calle Bouganvilla  
Thousand Oaks, CA 91360  
Telephone: (805) 492-3569

Complaints alleging discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying, unless the time for filing is extended by the Director or his or her designee in writing.

Complaints will be investigated and a written Decision or report will be sent to the complainant within sixty (60) days from the receipt of the complaint. This sixty (60) day time period may be extended by written agreement of the complainant. The compliance officer responsible for investigating the complaint shall conduct and complete the investigation in accordance with California regulations and in accordance with the BCS's procedures.

The complainant has a right to appeal BCS's Decision to the California Department of Education ("CDE") by filing a written appeal within fifteen (15) days of receiving the Decision. The appeal must include a copy of the complaint filed with the School and a copy of BCS's Decision.

Civil law remedies may be available under state or federal discrimination, harassment, intimidation, or bullying laws, if applicable. In appropriate cases, an appeal may be filed pursuant to Education Code Section 262.3. A complainant may pursue available civil law remedies outside of BCS's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

A copy of the UCP policy and complaint procedures shall be available free of charge in the BCS Office. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the Director.

#### UNIFORM COMPLAINT PROCEDURE FORM

Last Name: \_\_\_\_\_ First Name/MI: \_\_\_\_\_  
 \_\_\_\_\_ Student Name (if applicable): \_\_\_\_\_  
 \_\_\_\_\_ Grade: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Street  
 Address/Apt. #: \_\_\_\_\_ City: \_\_\_\_\_  
 \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_  
 \_\_\_\_\_ Home Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_  
 Work Phone: \_\_\_\_\_ School/Office of Alleged Violation: \_\_\_\_\_  
 \_\_\_\_\_

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable: American Indian Education  
Child Development Programs  
Special Education  
Pupil Fees  
Bilingual Education  
Child Nutrition  
No Child Left Behind Programs  
Every Student Succeeds Act Prog.  
Local Control Funding Formula  
Foster/Homeless Youth  
Lactating Pupils  
Economic Impact Aid

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

Age  
Ancestry  
Color  
Disability (Mental or Physical)  
Ethnic Group Identification  
Medical Condition  
Gender / Gender Expression / Gender Identity  
Genetic Information  
National Origin  
Race or Ethnicity  
Religion  
Sex (Actual or Perceived)  
Sexual Orientation (Actual or Perceived)  
Based on association with a person or group with one or more of these actual or perceived characteristics  
Marital Status

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.
2. Have you discussed your complaint or brought your complaint to any Charter School personnel? If you have, to whom did you take the complaint, and what was the result?
3. Please provide copies of any written documents that may be relevant or supportive of your complaint. I have attached supporting documents. ? Yes ? No

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Mail complaint and any relevant documents to:

Cindy McCarthy  
Assistant Director  
1335 Calle Bouganvilla  
Thousand Oaks, CA 91360  
(805) 492-3569

The school strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult who has experienced off-campus sexual harassment that has a continuing effect on campus to immediately contact his/her teacher, the director, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the director or school compliance officer. Once notified, the director or compliance officer shall take the steps to investigate and address the allegation, as specified in the accompanying administrative regulation.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5141.4 - Child Abuse Prevention and Reporting)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

The Director or designee shall take appropriate actions to reinforce the school's sexual harassment policy.

#### Instruction/Information

The Director or designee shall ensure that all students receive age-appropriate information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed incidents of sexual harassment even where the alleged victim of the harassment has not complained
4. A clear message that student safety is the school's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and prompt action shall be taken to stop any harassment, prevent recurrence, and address any continuing effect on students
6. Information about the school's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the school investigation of a sexual harassment complaint continues
8. A clear message that, when needed, the school will take interim measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation and that, to the extent possible, when such interim measures are taken, they shall not disadvantage the complainant or victim of the alleged harassment

#### Complaint Process and Disciplinary Actions

Sexual harassment complaints by and against students shall be investigated and resolved in accordance with law and school procedures specified in BP 1312 - Uniform Complaint Procedures. The Director is

responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under BP 1312 and where to obtain a copy of the procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

Upon investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 4-8, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

(cf. 5144 - Discipline)

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

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall have his/her employment terminated in accordance with law and the applicable collective bargaining agreement.

(cf. 4117.7 - Employment Status Report)

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

#### Record-Keeping

The Director or designee shall maintain a record of all reported cases of sexual harassment to enable the school to monitor, address, and prevent repetitive harassing behavior in school.

**NONDISCRIMINATION/HARASSMENT** 5145.5 Harassment, Intimidation, Discrimination and Bullying  
BRIDGES Charter School “BCS” or the “Charter School”) believes all students have the right to a safe and civil learning environment. Discrimination, harassment, intimidation, and bullying are all disruptive behaviors which interfere with students’ ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, the Charter School prohibits any acts of discrimination, harassment, intimidation, and bullying related to school activity or school attendance. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means, consistent with this policy.

As used in this policy, “discrimination, harassment, intimidation, and bullying” describe the intentional conduct, including verbal, physical, written communication, or cyberbullying, that is based on the actual or perceived characteristics of 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. In addition, bullying encompasses any conduct described in the definitions set forth in this policy.

To the extent possible, the Charter School will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated and/or bullied, and will take action to investigate, respond, and address any reports of such behaviors in a timely manner. Charter School staff who witness acts of discrimination, harassment, intimidation, and bullying will take immediate steps to intervene, so long as it is safe to do so.

#### Definitions

“Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
2. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable student to experience substantial interference with his or her academic performance.
4. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

"Electronic Act" means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, or image.
2. A post on a social network Internet Web site including, but not limited to:
  - a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
  - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying

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- the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
- c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

3. Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

## Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of discrimination, intimidation, harassment, or bullying, to intervene as soon as it is safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of bullying.

All other members of the school community, including students, parents/guardians, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy to the Director or designee. While submission of a written report is not required, the reporting party is encouraged to use the report form available in the Main Office. However, oral reports shall also be considered. Reports may be made anonymously, but formal disciplinary action cannot be based solely on anonymous information.

Students are expected to report all incidents of discrimination, intimidation, harassment, bullying, teasing, or other verbal or physical abuse. Any student who feels she/he is a target of such behavior should immediately contact a teacher, counselor, Director, or staff person so that she/he can get assistance in resolving the issue consistent with this policy.

The Charter School acknowledges and respects every individual's rights to privacy. To that end, consistent with legal requirements, all reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible.

The Charter School prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter's filing of a complaint or the reporting of violations of this policy. Such participation shall not in any way affect the status, grades or work assignments of the reporter.

### Investigation

Upon receipt of a report of harassment, intimidation, or bullying from a student, staff member, parent, volunteer, visitor or affiliate of the Charter School, the Director or designee will promptly initiate an investigation. At the conclusion of the investigation, the Director or designee will notify the complainant of the outcome of the investigation. However, in no case may the Director or designee reveal confidential student information related to other students, including the type and extent of discipline issued against such students.

Complaints shall be investigated and resolved within thirty (30) school days, unless circumstances reasonably require additional time.

All records related to any investigation of discrimination, harassment, intimidation or bullying will remain in a secure location in the Main Office of the Charter School.

In those instances when the complaint filed under this policy also requires investigation under the Uniform Complaint Procedures, such investigation will be undertaken concurrently.

### Appeal

Should the Complainant find the Director or designee resolution unsatisfactory, he/she may within five (5) school days of the date of resolution, file an appeal with the Designated Appeals Committee. In such cases, at least three (3) certificated School employees who are unfamiliar with the case and who have been previously designated and trained for this purpose shall be assembled to conduct a confidential review of the Complainant's appeal and render a final disposition.

### Consequences

Students who engage in discrimination, harassment, intimidation or bullying may be subject to disciplinary action, up to and including suspension and/or expulsion, as outlined in the Student Discipline Policy of the Charter School.

## **DRESS AND GROOMING/SCHOOL UNIFORMS SAFETY BP 5141 Health and Safety**

Bridges School Board recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. Education Code 32286 includes requirements for each school under its authority to adopt a comprehensive school safety plan.

### SCOPE:

This policy shall serve as the Bridges policy and procedures for Health and Safety. It shall direct strategies, plans and actions related to the Health and Safety of all Bridges affiliates.

### GENERAL POLICY STATEMENT:

The Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others. As such, the Board will establish and the Director will execute a comprehensive school safety plan. POLICY DETAILS:

#### 1. Comprehensive Safety Plan

1.1 The Bridges Director shall develop a comprehensive school safety plan ("Safety Plan"). The Safety Plan shall take into account the school's staffing, available resources, and building design, as well as other factors unique to the site.

1.2 The Safety Plan shall take into account the school's staffing, available resources, and building design, as well as other factors unique to the site.

1.3 The Safety Plan shall be reviewed and updated by March 1st of each year unless an alternative deadline is

agreed to in advance by the Board.

1.4 The Director shall forward the Safety Plan to the Board for approval.

1.5 The Board shall review the Safety Plan in order to ensure compliance with State Law and Board policies. 1.6 The Board shall approve the plan at a regularly scheduled meeting.

1.7 The director or designee shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public.

## 2. Environmental Safety

2.1 The Board recognizes its obligation to provide a safe and healthy environment at school facilities for students, staff, and community members. The Director or designee shall coordinate with CVUSD administration to regularly assess school facilities to identify environmental health risks. He/she shall establish a comprehensive plan to prevent and/or mitigate environmental hazards based on a consideration of the proven effectiveness of various options, anticipated short-term and long-term costs and/or savings to the district, and the potential impact on staff attendance, student attendance, and student achievement.

2.2 Strategies addressed in the plan shall include, but not necessarily be limited to, the following;

2.1.1. Ensuring good indoor air quality by maintaining adequate ventilation; using effective maintenance operations to reduce dust, mold, mildew, and other indoor air contaminants; and considering air quality in the site selection, design, and furnishing of new or remodeled facilities

2.1.2. Limiting outdoor activities when necessary due to poor outdoor air quality, including excessive smog, smoke, or ozone, or when ultraviolet radiation levels indicate a high risk of harm

2.1.3. Reducing exposure to diesel exhaust and other air contaminants by limiting unnecessary idling of school buses and other commercial motor vehicles

2.1.4. Minimizing exposure to lead in paint, soil, and drinking water?

2.1.5. Inspecting facilities for naturally occurring asbestos and asbestos-containing building materials that pose a health hazard due to damage or deterioration and safely removing, encapsulating, enclosing, or repairing such materials?

2.1.6. Ensuring the proper storage, use, and disposal of potentially hazardous substances??

2.1.7. Ensuring the use of effective least toxic pest management practices

2.3 In developing strategies to promote healthy school environments, the Executive ? Director or designee may consult and collaborate with local environmental protection agencies, health agencies, and other community organizations.

2.4 The Director or designee shall provide maintenance and facilities staff, bus drivers, teachers, and other staff as appropriate with professional development regarding their responsibilities in implementing ?strategies to improve and maintain environmental safety at the school.

2.5 The Director or designee shall notify the Board, staff, parents/guardians, students, and/or governmental agencies, as appropriate, if an environmental hazard is discovered at the school site. The notification shall provide information about actions to remedy the hazard and may recommend health screening of staff and students.

## 3. Hazardous Substances

3.1 The Board recognizes that potentially hazardous substances are used in the ?daily operations of our schools. The Director or designee shall ensure these substances are inventoried, used, stored and regularly disposed of in a safe and legal manner. 3.2 Insofar as possible, the Director or designee shall minimize the quantities of hazardous substances stored on school property and shall substitute less dangerous materials for hazardous substances.

### 3.3 Hazard Communication Program

3.3.1 The Director or designee shall develop, implement and monitor a written hazard communication program in accordance with state law. As part of this program, he/she shall ensure that employees are fully informed about the properties and potential hazards of substances to which they may be exposed and that material safety data sheets are readily accessible to them.

3.3.2 Teachers shall instruct students about the importance of proper handling, storage, disposal and protection when using any potentially hazardous substance.

## 4. Disruptions

4.1 In order to help maintain an educational environment that provides for student safety, the Board is committed to keeping the schools free from disruptions and to keeping unauthorized persons from entering school grounds. The Director or designee shall provide for the prompt removal of any individual from school grounds who disrupts or threatens to disrupt normal school operations, threatens



