



Connecting Waters Charter Schools

CWCS Board of Directors Meeting

(A California Non-Profit Public Benefit Corporation)

Published on January 17, 2026 at 11:29 PM PST

Date and Time

Thursday January 22, 2026 at 3:00 PM PST

Location

Connecting Waters Central Valley Resource Center, Board Room
2300 E. Briggsmore Ave. Modesto, CA 95355

Additional Teleconference Locations:

- Connecting Waters East Bay Resource Center, Room 2
703 C Street, Union City, CA 94587
- Connecting Waters Charter School Waterford Resource Center
12705 Bentley Street, Waterford, CA 95386
- Livestream link view only: <https://us02web.zoom.us/j/85271398615#success>

Agenda Posting Locations

This agenda was posted at least 72 hours prior to the meeting at the following locations: Connecting Waters Charter Schools, 12420 Bentley Street, Waterford, CA 95386; Connecting Waters Charter School Resource Center, 12705 Bentley Street, Waterford CA, 95386; Connecting Waters East Bay Resource Center, 703 C Street, Union City, CA 94587; Connecting Waters Central Valley Resource Center, 2300 E. Briggsmore Avenue, Modesto, CA 95355.

Instructions for Presentations to the Board by Parents and Citizens

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Agenda

I. Opening Items

A. Call the Meeting to Order

- B. Roll Call
- C. Approval of the January 22, 2026, Board of Directors Agenda
- D. Pledge of Allegiance
- E. Hearing of the Public on Non-Agenda Items
- F. Hearing of the Public on Agenda Items

II. Administrative Reports

- A. California Dashboard Update & Mid-Year LCAP Update
- B. Math Interventions - Presented by Debbie Kutz, Math Specialist

III. Directors' Reports

- A. Executive Director's Report
- B. Deputy Executive Director Spotlight

IV. Consent Items

All matters listed under the consent agenda are considered by the Board to be routine and will be approved/enacted by the Board in one motion in the form listed below. Unless specifically requested by a Board member to be removed from the Consent Agenda for discussion, there will be no discussion of these items prior to the Board voting on them. The Executive Director and Board Chair recommend approval of all consent agenda items.

- A. Approval of Minutes - December 11, 2025, Regular Meeting
- B. Approve Minutes from December 11, 2025, Special Meeting
- C. Approval of New Hires List
 - Janet Vargas, School Secretary I
 - Emily Giraldes, Business Services/Vendor Relations Assistant II
 - Jordana Scheer, a-g Visual Arts Instructor

D. Approval of Separations

Charlotte Cripe, Classroom Aide / Site Assistant
Shoni Johnson, Curriculum & Accountability Director

E. Approval of the November 2025 Warrant Report from DMS for Connecting Waters Charter School

F. Approval of the November 2025 Warrant Report from DMS for Connecting Waters Charter School, East Bay

G. Approval of the November 2025 Warrant Report from DMS for Connecting Waters Charter School, Central Valley

H. Approval of the December 2025 Warrant Report from DMS for Connecting Waters Charter School

I. Approval of the December 2025 Warrant Report from DMS for Connecting Waters Charter School - East Bay

J. Approval of the December 2025 Warrant Report from DMS for Connecting Waters Charter School - Central Valley

K. Treasurer's Report for November - December 2025

L. Approval of Items on the Consent Agenda

V. Items Scheduled for Consideration and/or Action

A. Approval of the Accountability Report Card (SARC) 2024-2025 Data for Connecting Waters Charter School

B. Approval of the Accountability Report Card (SARC) 2024-2025 Data for Connecting Waters Charter School - East Bay

C. Approval of the Accountability Report Card (SARC) 2024-2025 Data for Connecting Waters Charter School - Central Valley

D. Approval of the 2025-2026 Governance Committee Meeting Schedule and Committee Directives

E. Approval of New Position: Re-Engagement Team Coordinator

F. Approval of New Position: Employee Relations Specialist

G. Approval of New Position: Curriculum Specialist

H. Approval of New Position: Accountability Coordinator

I. Approval of New Policy: Student Behavioral Health Referral Protocols

J. Approval of the Amended Board of Directors Meeting Dates 2025-26

VI. Items scheduled for Information & Discussion

A. Second Read: Board of Director Meeting Dates for 2026-2027

B. First Read: Comprehensive School Safety Plan for Connecting Waters Charter Schools (Waterford, East Bay and Central Valley)

C. First Read: Connecting Waters Charter Schools Employee Handbook for 2026-2027

D. Review: December 2025 Monthly Financials for Connecting Waters Charter Schools (Waterford, East Bay, and Central Valley)

E. Review: Tiger Time Survey Results - Employees

F. Review: Fall Canvas Survey Results - Parent / Students

G. Board Remarks

VII. Hearing of the Public on Closed Session Items

VIII. Closed Session

A. Threat to Public Services or Facilities

Discussion regarding: Tactical Response Plans for School Site Safety
Gov. Code 54957 and Ed. Code 32281

B. Public Employee Discipline/Dismissal/Release

Gov. Code 54957

C. Public Employee Performance Evaluation

Title: Executive Director
Gov. Code 54957

IX. Report on Closed Session Actions

A. Threat to Public Services or Facilities

Discussion regarding: Tactical Response Plans for School Site Safety

Gov. Code 54957 and Ed. Code 32281

B. Public Employee Discipline/Dismissal/Release

Gov. Code 54957

C. Public Employee Performance Evaluation

Title: Executive Director

Gov. Code 54957

X. Return to Open Session

XI. Closing Items

A. Adjourn Meeting

LCAP/WASC Goals

1. Increase the percentage of students who are on track to graduate college and career-ready.
2. Close the achievement gap for low-performing students in English and Math.
3. Increase the percentage of EL students who achieve proficiency in English Language Arts and Math.
4. Foster positive relationships through community outreach.

Coversheet

California Dashboard Update & Mid-Year LCAP Update

Section: II. Administrative Reports
Item: A. California Dashboard Update & Mid-Year LCAP Update
Purpose: FYI
Submitted by: Cabinet

BACKGROUND:

Annual Ed Code required Mid year LCAP update to review our goals and objectives thus far. Also the Annual presentation of the California Dashboard results.

Coversheet

Math Interventions - Presented by Debbie Kutz, Math Specialist

Section: II. Administrative Reports
Item: B. Math Interventions - Presented by Debbie Kutz, Math Specialist
Purpose:
Submitted by: Debbie Kutz

BACKGROUND:

This year's report to prioritized strengthening foundational mathematics skills across all three schools through a multi-tiered system of support (MTSS).

Coversheet

Executive Director's Report

Section: III. Directors' Reports
Item: A. Executive Director's Report
Purpose: FYI
Submitted by: Jerri Levers

BACKGROUND:

The Executive Director's report to the Board is a record of all the major events, updates, and training the Executive Director has participated in.

Coversheet

Deputy Executive Director Spotlight

Section: III. Directors' Reports
Item: B. Deputy Executive Director Spotlight
Purpose: FYI
Submitted by: Tammy Hushaw

BACKGROUND:

The Deputy Executive Director Spotlight is a record of all the major school updates, training, and events the Deputy Executive Director will be sharing with the board.

Coversheet

Approval of Minutes - December 11, 2025, Regular Meeting

Section: IV. Consent Items
Item: A. Approval of Minutes - December 11, 2025, Regular Meeting
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for CWCS Board of Directors Meeting on December 11, 2025

BACKGROUND:

These are the minutes that reflect the meeting of the Connecting Waters Charter Schools Board of Directors' December 11, 2025, meeting.

APPROVED



Connecting Waters Charter Schools

Minutes

CWCS Board of Directors Meeting

(A California Non-Profit Public Benefit Corporation)

Date and Time

Thursday December 11, 2025 at 3:00 PM

Location

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Directors Present

E. Melton, J. Louie-Monzon, K. Corrales, K. Fatima, K. Martin, L. Addipah, S. Welch

Directors Absent

None

I. Opening Items

A. Call the Meeting to Order

E. Melton called a meeting of the board of directors of Connecting Waters Charter Schools to order on Thursday Dec 11, 2025 at 3:08 PM.

B. Roll Call

C. Approval of the December 11, 2025, Board of Directors Agenda

K. Martin made a motion to Approve the December 11, 2025, Board of Directors Agenda.

L. Addipah seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

S. Welch	Aye
J. Louie-Monzon	Aye
K. Corrales	Aye
K. Martin	Aye
K. Fatima	Aye
L. Addipah	Aye
E. Melton	Aye

D. Pledge of Allegiance

Led by: Kristen Corrales, Board Secretary

E. Hearing of the Public on Non-Agenda Items

No comments from the public on non-agenda items

F. Hearing of the Public on Agenda Items

During public comment on agenda items, multiple staff members addressed the Board regarding the proposed approval Connecting Waters Charter Schools' California Employee Residency and Relocation Policy. Speakers expressed concern that restricting remote work could result in the loss of highly qualified and effective employees.

Comments indicated that some roles can be carried out successfully from out of state without impacting required in-person duties. Staff highlighted the value of retaining experienced personnel to ensure program continuity, compliance, and institutional knowledge. Support was voiced for adding Nevada as an approved remote work location to retain a key English learner program leader. No action was taken at this time.

II. Administrative Reports

A. Prop 28 Annual Report - Presented by Anastasia Legatos, Prop 28 Lead Teacher

The Board received the Proposition 28 annual report and invited questions related to the presentation. Board members asked clarifying questions regarding the curriculum used, applicable grade levels, implementation timeline, use across combined-grade workshops, and whether the report applied to all schools. Staff responded that the presentation applied to all school sites, the curriculum was implemented beginning last year, and instructional standards allow for flexibility across grade spans. Staff also indicated that additional details, including curriculum explanations and updated budget information, would be provided to the Board following the meeting.

III. Directors' Reports

A. Executive Director's Report

The Executive Director presented her report, highlighting plans to complete remaining governance training, upcoming charter renewal activities, and the anticipated launch of a new website in January with a six-month transition period. She shared updates on student award ceremonies, continued family engagement events, and positive progress toward charter renewal. The Board was informed that a payroll study is moving forward with two proposals expected for comparison, with the study planned to begin in January and be completed prior to the development of the 2026–27 contracts. In response to Board questions, the Executive Director also provided an update on early planning for a facilities budget, including upcoming discussions on affordability, financing options, and phased project planning.

B. Deputy Executive Director Spotlight

The Deputy Executive Director shared updates on the launch of the ROAR awards program, which will recognize one classified staff member, one certificated staff member, and one student each month through a nomination process, with formal recognition provided. She also provided details on upcoming student award ceremonies scheduled for January, which will honor recipients across multiple academic and program areas. Additional highlights included a staff appreciation “Friendsgiving” event, site-based family engagement activities, and ongoing efforts to organize and inventory school supplies. The report concluded with updates on parent engagement events, noting positive participation and feedback across the multiple school sites.

IV. Consent Items

A. Approval of Minutes - November 20, 2025, Regular Meeting

J. Louie-Monzon made a motion to approve the minutes from the CWCS Board of Directors Meeting on 11-20-25.
L. Addipah seconded the motion.

The CWCS Board of Director Meeting 11-20-2025 minutes were passed as part of the consent agenda.

The board **VOTED** unanimously to approve the motion.

B. Approval of New Hires List

C. Approval of the November 2025 Warrant Report from DMS for Connecting Waters Charter School

E. Melton made a motion to Table November 2025 Warrant Report from DMS for Connecting Waters Charter School.

K. Corrales seconded the motion.

The Board did not have sufficient time to review the final versions and agreed to defer consideration until the next meeting.

The board **VOTED** unanimously to approve the motion.

Roll Call

- E. Melton Aye
- L. Addipah Aye
- K. Martin Aye
- K. Fatima Aye
- K. Corrales Aye
- S. Welch Aye
- J. Louie-Monzon Aye

D. Approval of the November 2025 Warrant Report from DMS for Connecting Waters Charter School, East Bay

E. Melton made a motion to Table the November 2025 Warrant Report from DMS for Connecting Waters Charter School-East Bay.

L. Addipah seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

- K. Corrales Aye
- K. Fatima Aye
- K. Martin Aye
- E. Melton Aye
- J. Louie-Monzon Aye
- L. Addipah Aye
- S. Welch Aye

E. Approval of the November 2025 Warrant Report from DMS for Connecting Waters Charter School, Central Valley

E. Melton made a motion to Table the November 2025 Warrant Report from DMS for Connecting Waters Charter School-Central Valley.

K. Martin seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

- J. Louie-Monzon Aye
- L. Addipah Aye
- K. Martin Aye
- K. Corrales Aye
- E. Melton Aye
- S. Welch Aye
- K. Fatima Aye

F. Approval of the New Vendor List

G. Approval of Items on the Consent Agenda

J. Louie-Monzon made a motion to Approve of Items on the Consent Agenda A-G with the Exception of items C, D, & E. to be placed on the next meetings consent agenda.

L. Addipah seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

- E. Melton Aye
- L. Addipah Aye
- K. Fatima Aye
- K. Martin Aye
- K. Corrales Aye
- S. Welch Aye
- J. Louie-Monzon Aye

V. Items Scheduled for Consideration and/or Action

A. Approval of the CWCS Obsolete and Discarded Textbook Policy and Process

K. Corrales made a motion to Approve the CWCS Obsolete and Discarded Textbook Policy and Process.

J. Louie-Monzon seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

- K. Martin Aye
- S. Welch Aye
- K. Corrales Aye
- L. Addipah Aye
- K. Fatima Aye
- E. Melton Aye
- J. Louie-Monzon Aye

B.

Approval of the Connecting Waters Charter School - Central Valley's Renewal Charter Petition

S. Welch made a motion to Approve the Connecting Waters Charter School - Central Valley's Renewal Charter Petition.

L. Addipah seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

L. Addipah	Aye
S. Welch	Aye
E. Melton	Aye
K. Fatima	Aye
J. Louie-Monzon	Aye
K. Corrales	Aye
K. Martin	Aye

C. Approval of the Connecting Waters Charter Schools' California Employee Residency and Relocation Policy

J. Louie-Monzon made a motion to Table Approval of the Connecting Waters Charter Schools' California Employee Residency and Relocation Policy.

K. Martin seconded the motion.

The board discussed the proposed Connecting Waters Charter Schools' California Employee Residency and Relocation Policy, noting the legal, fiscal, and fairness implications of out-of-state employment. Due to questions about costs, procedures, and criteria for approval, the board emphasized the importance of developing a clear and equitable policy, including job description updates and an appeal process. The matter was tabled for further information from legal counsel and personnel, with the intention of revisiting it at the next meeting.

The board **VOTED** unanimously to approve the motion.

Roll Call

K. Martin	Aye
K. Fatima	Aye
J. Louie-Monzon	Aye
L. Addipah	Aye
S. Welch	Aye
E. Melton	Aye
K. Corrales	Aye

D. Discussion and Approval on Board Standing Committees

K. Corrales made a motion to approve the standing governance committee.

K. Martin seconded the motion.

Three Board Members volunteered to be on the committee.

1. Jennifer Louie-Monzon

2. Erika Melton
3. Kristen Corrales

The motion passed with 6 ayes and 1 no.
The board **VOTED** to approve the motion.

Roll Call

E. Melton	Aye
L. Addipah	Aye
S. Welch	No
K. Martin	Aye
J. Louie-Monzon	Aye
K. Fatima	Aye
K. Corrales	Aye

K. Corrales made a motion to Approve the standing finance committee.
E. Melton seconded the motion.
Two Board Members volunteered to be on the committee.

1. Kaneez Fatima
2. Erika Melton

The board **VOTED** unanimously to approve the motion.

Roll Call

K. Fatima	Aye
K. Corrales	Aye
L. Addipah	Aye
K. Martin	Aye
J. Louie-Monzon	Aye
E. Melton	Aye
S. Welch	Aye

E. Discussion and Approval of updates to the Meeting Agenda template

K. Corrales made a motion to Table until March or April the Discussion and Approval of updates to the Meeting Agenda template.
K. Fatima seconded the motion.
The board discussed updates to the meeting agenda template, and in working with administration, a tracking solution outside of the agenda was offered, so the proposed changes to the agenda template are not needed at this time.
The board **VOTED** unanimously to approve the motion.

Roll Call

K. Martin	Aye
K. Fatima	Aye
J. Louie-Monzon	Aye
E. Melton	Aye
K. Corrales	Aye

Roll Call

L. Addipah Aye
 S. Welch Aye

F. Approval of the Connecting Waters Charter Schools 2026-2027 School Calendar

"The Board agreed to reorder the agenda, moving the Approval of the Connecting Waters Charter Schools 2026-2027 School Calendar from Item A to Item F. This postponement ensured that staff had sufficient time to provide the Board with the most up-to-date survey data before discussion."

K. Corrales made a motion to Approve the Connecting Waters Charter Schools 2026-2027 School Calendar Draft F.

L. Addipah seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

L. Addipah Aye
 K. Martin Aye
 J. Louie-Monzon Aye
 S. Welch Aye
 K. Fatima Aye
 K. Corrales Aye
 E. Melton Aye

VI. Items scheduled for Information & Discussion

A. Discussion of the Back Office Provider Proposals

The Board reviewed proposals from three back office providers to ensure future financial reporting aligns with the rigorous compliance standards of the school's authorizers. While the Board expressed deep appreciation for the long-standing personal relationships and integrity of the current provider, recurring technical reporting errors have necessitated a strategic transition to safeguard the school's charter standing. Leadership and the Board emphasized that this change is a professional business decision to secure specialized expertise and is not a reflection of their high personal regard for the current service team. Following extensive due diligence, the Board transferred the decision back to the school's Executive team to select and transition to a new provider, with a formal update on the selection, and contract, if available, to be provided at the next meeting.

B. First Read: Board of Director Meeting Dates for 2026-2027

The Board conducted a first read of the proposed 2026-2027 meeting dates, discussing the potential addition of secondary "holding dates" to accommodate special meetings or overflow discussions. Administration will present several calendar options at the next meeting, including versions that incorporate these holding dates and separate committee meeting schedules.

C.

Board Remarks

No board remarks.

VII. Closed Session

A. Public Employee: Discipline/Dismissal/Release

The Board went into Closed Session at 5:38 p.m.

VIII. Report on Closed Session Actions

A. Public Employee: Discipline/Dismissal/Release

No Actions to report.

Return to Open Session at 6:32 p.m.

IX. Closing Items

A. Adjourn Meeting

K. Fatima made a motion to A. Adjourn Meeting.

L. Addipah seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

S. Welch	Aye
E. Melton	Aye
K. Corrales	Aye
J. Louie-Monzon	Aye
K. Fatima	Aye
L. Addipah	Aye
K. Martin	Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:34 PM.

Respectfully Submitted,

E. Melton

LCAP/WASC Goals

1. Increase the percentage of students who are on track to graduate college and career-ready.
2. Close the achievement gap for low-performing students in English and Math.
3. Increase the percentage of EL students who achieve proficiency in English Language Arts and Math.

4. Foster positive relationships through community outreach.

Coversheet

Approve Minutes from December 11, 2025, Special Meeting

Section: IV. Consent Items
Item: B. Approve Minutes from December 11, 2025, Special Meeting
Purpose: Approve Minutes
Submitted by:
Related Material:
Minutes for Special CWCS Board of Directors Meeting on December 11, 2025

BACKGROUND:

These are the minutes that reflect the meeting of the Special Connecting Waters Charter Schools Board of Directors' December 11, 2025, meeting.

APPROVED



Connecting Waters Charter Schools

Minutes

Special CWCS Board of Directors Meeting

(A California Non-Profit Public Benefit Corporation)

Date and Time

Thursday December 11, 2025 at 5:30 PM

Location

Connecting Waters Central Valley Resource Center, Board Room
2300 E. Briggsmore Ave. Modesto, CA 95355

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Directors Present

E. Melton, J. Louie-Monzon, K. Corrales, K. Fatima, K. Martin, L. Addipah, S. Welch

Directors Absent

None

Guests Present

L. Joseph

I. Opening Items

A. Call the Meeting to Order

E. Melton called a meeting of the board of directors of Connecting Waters Charter Schools to order on Thursday Dec 11, 2025 at 6:35 PM.

B. Roll Call

C. Approval of the December 11, 2025, Special Meeting of the Board of Directors Agenda

K. Corrales made a motion to Approve the December 11, 2025, Special Meeting of the Board of Directors Agenda.

K. Fatima seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

E. Melton	Aye
L. Addipah	Aye
K. Martin	Aye
J. Louie-Monzon	Aye
K. Corrales	Aye
S. Welch	Aye
K. Fatima	Aye

D. Hearing of the Public on Non-Agenda Items

No comments from the public on non-agenda items.

E. Hearing of the Public on Agenda Items

No comments from the public on agenda items.

II. Items Scheduled for Consideration and/or Action

A. Approval of the Ad Hoc Committee for Board Truancy

K. Corrales made a motion to Approve the Ad Hoc Committee for Board Truancy.

K. Martin seconded the motion.

Two Board Members volunteered for the committee.

1. Kaneez Fatima

2. Erika Melton

The board **VOTED** unanimously to approve the motion.

Roll Call

K. Corrales	Aye
E. Melton	Aye
K. Martin	Aye
K. Fatima	Aye
J. Louie-Monzon	Aye
L. Addipah	Aye
S. Welch	Aye

B. Approval of the Ad Hoc Committee for CBO Position

K. Corrales made a motion to Approve the Ad Hoc Committee for CBO Position.

J. Louie-Monzon seconded the motion.

The motion did not carry.

Roll Call

J. Louie-Monzon	No
E. Melton	No
K. Fatima	No
K. Corrales	No
L. Addipah	No
S. Welch	No
K. Martin	No

III. Closing Items

A. Adjourn Meeting

L. Addipah made a motion to Adjourn Meeting.

K. Corrales seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

K. Corrales	Aye
K. Martin	Aye
J. Louie-Monzon	Aye
K. Fatima	Aye
E. Melton	Aye
S. Welch	Aye
L. Addipah	Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:56 PM.

Respectfully Submitted,

E. Melton

LCAP/WASC Goals

1. Increase the percentage of students who are on track to graduate college and career-ready.
2. Close the achievement gap for low-performing students in English and Math.
3. Increase the percentage of EL students who achieve proficiency in English Language Arts and Math.
4. Foster positive relationships through community outreach.

Coversheet

Approval of New Hires List

Section: IV. Consent Items
Item: C. Approval of New Hires List
Purpose:
Submitted by:

BACKGROUND:

This is the list of Connecting Waters Charter Schools newly hired employees since the last Board of Directors meeting.

Coversheet

Approval of the November 2025 Warrant Report from DMS for Connecting Waters Charter School

Section: IV. Consent Items
Item: E. Approval of the November 2025 Warrant Report from DMS for
Connecting Waters Charter School
Purpose:
Submitted by:

BACKGROUND:

Financial summary for November monthly expenses

Coversheet

Approval of the November 2025 Warrant Report from DMS for Connecting Waters Charter School, East Bay

Section: IV. Consent Items
Item: F. Approval of the November 2025 Warrant Report from DMS for
Connecting Waters Charter School, East Bay
Purpose:
Submitted by:

BACKGROUND:

Financial summary for November monthly expenses

Coversheet

Approval of the November 2025 Warrant Report from DMS for Connecting Waters Charter School, Central Valley

Section: IV. Consent Items
Item: G. Approval of the November 2025 Warrant Report from DMS for
Connecting Waters Charter School, Central Valley
Purpose:
Submitted by:

BACKGROUND:

Financial summary for November monthly expenses

Coversheet

Approval of the December 2025 Warrant Report from DMS for Connecting Waters Charter School

Section: IV. Consent Items
Item: H. Approval of the December 2025 Warrant Report from DMS for
Connecting Waters Charter School
Purpose:
Submitted by:

BACKGROUND:

Financial summary for December monthly expenses

Coversheet

Approval of the December 2025 Warrant Report from DMS for Connecting Waters Charter School - East Bay

Section: IV. Consent Items
Item: I. Approval of the December 2025 Warrant Report from DMS for
Connecting Waters Charter School - East Bay
Purpose:
Submitted by:

BACKGROUND:

Financial summary for December monthly expenses

Coversheet

Approval of the December 2025 Warrant Report from DMS for Connecting Waters Charter School - Central Valley

Section: IV. Consent Items
Item: J. Approval of the December 2025 Warrant Report from DMS for
Connecting Waters Charter School - Central Valley
Purpose:
Submitted by:

BACKGROUND:

Financial summary for December monthly expenses

Coversheet

Treasurer's Report for November - December 2025

Section: IV. Consent Items
Item: K. Treasurer's Report for November - December 2025
Purpose:
Submitted by:
Related Material: CWCS Treasurer's Report Nov-Dec TREASURER REPORT.pdf

BACKGROUND:

CWCS Treasurer's report for the months of November and December 2025

CWCS - Treasurer's Quarterly Report			
November - December Report Fiscal Year Starting July 1, 2025			
Prepared by Malinda Miller			
S.O.F.A. School Office Fundraiser Account			
Beginning Balance	\$ 5,598.23		
Deposits and other credits	\$ 59.15	12/18	Resource Center Recycling Donation
Checks/Withdrawals/Debits	\$ (21.85)	11/12	Donuts with Directors
	\$ (32.63)	12/12	Zelle - Erika Melton Reimbursement Tiger Plushies for Raffle
Ending Balance	\$ 5,602.90		
FCCLA (Family, Career, Community, Leaders of America)			
Beginning Balance	\$ 1,465.51		
Deposits and other credits	-		
Checks/Withdrawals/Debits	-		
Ending Balance	\$ 1,465.51		
CTE (Career Technical Education) - Business Class Online Store			
Beginning Balance	\$ 1,547.37		
Deposits and other credits	-		
Checks/Withdrawals/Debits	-		
Ending Balance	\$ 1,547.37		
CTE (Career Technical Education) Account - Culinary Program Tiger Cafe			
Beginning Balance	\$ 10,666.27		
Deposits and other credits	\$ 15.00	11/6	Square Credit - CTE Tiger Cafe
	\$ 22.64	11/13	Square Credit - CTE Tiger Cafe
	\$ 37.92	11/20	Square Credit - CTE Tiger Cafe
	\$ 54.73	12/4	Square Credit - CTE Tiger Cafe
	\$ 7.64	12/5	Square Credit - CTE Tiger Cafe
	\$ 11.25	12/11	Square Credit - CTE Tiger Cafe
	\$ 57.84	12/22	Square Credit - CTE Tiger Cafe
Checks/Withdrawals/Debits	-		
Ending Balance	\$ 10,873.29		
Yearbook Account			
Beginning Balance	\$ 6,144.99		
Deposits and other credits	-		
Checks/Withdrawals/Debits	\$ (760.34)	11/4	Tiger Trot Event T-Shirts
Ending Balance	\$ 5,384.65		
P.A.W.S (Parent Activities Workshops Support) Formerly PAC (Parent Advisory Council)			
Beginning Balance	\$ 549.65		
Deposits and other credits	-		
Checks/Withdrawals/Debits	-		
Ending Balance	\$ 549.65		
SunShine Account - Employee Donations			
Beginning Balance	\$ 345.79		
Deposits and other credits	-		
Checks/Withdrawals/Debits	\$ (82.24)	11/3	Plant - Employee A, Avila
	\$ (69.56)	11/21	Plant - Employee K. Hamilton
Ending Balance	\$ 193.99		
Student Council Account			
Beginning Balance	\$ 1,180.91		
Deposits and other credits	\$ 17.18	11/3	Square Credit - Middle School Dance
	\$ 30.00	11/10	Cash Deposit - Tiger Trot T-Shirts
	\$ 36.00	11/10	Cash Deposit - Middle School Dance
	\$ 68.72	11/10	Square Credit - Middle School Dance
	\$ 114.00	12/18	Cash Deposit - Middle School Dance
Checks/Withdrawals/Debits	\$ (248.67)	11/3	Amazon - Middle School Dance Supplies
	\$ (94.08)	11/3	Amazon - Middle School Dance Supplies
Ending Balance	\$ 1,104.06		
CSF (California Scholarship Federation) Account			
Beginning Balance	\$ 151.09		2014-2015 Inactive Account
Deposits and other credits	-		
Checks/Withdrawals/Debits	-		
Ending Balance	\$ 151.09		
EVS (Environmental Science) / Book Club Account			
Beginning Balance	\$ (1.75)		2023-2024 Inactive Account

Deposits and other credits	-		
Checks/Withdrawals/Debits	-		
Ending Balance	\$ (1.75)		
OLF (Oral Language Fair) Account			2019-2020 Inactive Account
Beginning Balance	\$ 56.00		
Deposits and other credits	-		
Checks/Withdrawals/Debits	-		
Ending Balance	\$ 56.00		
Science Olympiad Account			2014-2015 Inactive Account
Beginning Balance	\$ 31.98		
Deposits and other credits	-		
Checks/Withdrawals/Debits	-		
Ending Balance	\$ 31.98		
DONATIONS TOTAL CHECKING ACCOUNT BALANCE ENDING ON: December 31, 2025			
	\$ 26,958.74		

Coversheet

Approval of the Accountability Report Card (SARC) 2024-2025 Data for Connecting Waters Charter School

Section: V. Items Scheduled for Consideration and/or Action
Item: A. Approval of the Accountability Report Card (SARC) 2024-2025 Data for
Connecting Waters Charter School
Purpose: Vote
Submitted by:
Related Material: 2025_SARC-CW.pdf

BACKGROUND:

Yearly School Accountability Report Card. The SARCs must be published and submitted to the CDE no later than February 1 of each year, and are considered current through January 31 the following year.

Connecting Waters Charter School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2025-26 School Contact Information

School Name	Connecting Waters Charter School
Street	12420 Bentley Street
City, State, Zip	Waterford, CA 95386
Phone Number	(209) 874-1119
Principal	Jerri Levers, Executive Director
Email Address	jlevers@cwcharter.org
School Website	www.connectingwaters.org
Grade Span	
County-District-School (CDS) Code	50755725030317

2025-26 District Contact Information

District Name	Connecting Waters Charter School
Phone Number	(209) 874-1809
Superintendent	Jose Aldaco
Email Address	jaldaco@waterford.k12.ca.us
District Website	www.waterford.k12.ca.us

2025-26 School Description and Mission Statement

Connecting Waters is a collaborative educational community promoting academic excellence in preparing students for college and career while providing individualized public education through challenging, unique, and varied learning.

Our school operates within Stanislaus, Alameda, Calaveras, Mariposa, Merced, San Joaquin, Santa Clara, and Tuolumne counties. The cornerstone of our school philosophy is parental involvement, providing ample learning programs and opportunities for all learning styles, and supporting an individualized curriculum approach to learning.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Transitional Kindergarten (TK)	22
Kindergarten	88
Grade 1	47
Grade 2	66
Grade 3	46
Grade 4	54
Grade 5	45
Grade 6	64
Grade 7	53
Grade 8	70
Grade 9	48
Grade 10	72
Grade 11	66
Grade 12	57
Total Enrollment	776

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.5
Male	48.1
Non-Binary	0.4
Asian	8
Black or African American	1.8
Filipino	0.8
Hispanic or Latino	35.1
Two or More Races	8.9
White	43.9
English Learners	6.8
Homeless	1.3
Socioeconomically Disadvantaged	54.8
Students with Disabilities	10.4

A. Conditions of Learning State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	44.1	56.49	114.6	71.2	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.2	0.27	3.4	2.13	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	33.3	42.75	35.1	21.8	11953.1	4.28
Unknown/Incomplete/NA	0.3	0.47	7.8	4.86	15831.9	5.67
Total Teaching Positions	78	100	161	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	37.8	49.84	107.3	67.65	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	2	1.26	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.2	0.29	4.9	3.13	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	37.8	49.87	39.2	24.76	11746.9	4.23
Unknown/Incomplete/NA	0	0	5	3.2	14303.8	5.15
Total Teaching Positions	75.8	100	158.6	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.4	42.61	82.1	65.21	230039.4	100
Intern Credential Holders Properly Assigned	0	0	2.5	2	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	7	5.57	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	24.7	57.16	28.9	22.94	12112.8	4.34
Unknown/Incomplete/NA	0.1	0.23	5.3	4.26	13705.8	4.91
Total Teaching Positions	43.3	100	126	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.20	0.2	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.20	0.2	0

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.20	1.4	0
Local Assignment Options	33.10	36.4	24.7
Total Out-of-Field Teachers	33.30	37.8	24.7

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2	2.2	1.4
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.5	3	0.2

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

" Note: Curriculum is purchased, or checked out individually for each student enrolled at the time of enrollment, and each year they continue with the school it is personalized to their needs. As stated in our charter, curricula and materials shall adhere to the California State Frameworks and Content Standards in accordance with the California Public Schools Accountability Act."

Year and month in which the data were collected	N/A
--	-----

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	N/A	0
Mathematics	N/A	0
Science	N/A	0
History-Social Science	N/A	0
Foreign Language	N/A	0
Health	N/A	0
Visual and Performing Arts	N/A	0
Science Laboratory Equipment (grades 9-12)	N/A	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Not applicable. Connecting Waters is an independent study non-classroom based school. The following information has been implemented at our school's resource centers.

Maintaining and keeping all our facilities in good repair is one of many objectives that Connecting Waters Charter Schools has focused on this year for health and safety. To meet this goal Connecting Waters Charter Schools have done the following:

1. Monthly site inspections that focus on: gas leaks, HVAC, sewer, interior surfaces, overall cleanliness, pest infestation, electrical, restrooms, sinks, fire safety, hazardous material, structural damage, roofs, windows and doors.
2. Daily walkthroughs of the site by a staff member using a checklist.
3. Vetting our Comprehensive School Safety Plan through educational partners and first responders.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report	11/06/2025			
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	42	44	36	38	47	48
Mathematics (grades 3-8 and 11)	26	23	27	27	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	418	409	97.85	2.15	43.52
Female	207	206	99.52	0.48	46.12
Male	210	202	96.19	3.81	40.59
American Indian or Alaska Native	0	0	0	0	0
Asian	37	35	94.59	5.41	77.14
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	151	147	97.35	2.65	36.73
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	46	46	100.00	0.00	47.83
White	175	172	98.29	1.71	41.86
English Learners	34	32	94.12	5.88	12.50
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	198	194	97.98	2.02	39.18
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	51	49	96.08	3.92	8.16

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	418	411	98.33	1.67	23.11
Female	207	206	99.52	0.48	23.79
Male	210	204	97.14	2.86	22.06
American Indian or Alaska Native	0	0	0	0	0
Asian	37	37	100.00	0.00	62.16
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	151	147	97.35	2.65	14.97
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	46	46	100.00	0.00	26.09
White	175	172	98.29	1.71	21.51
English Learners	34	34	100.00	0.00	5.88
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	198	196	98.99	1.01	15.31
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	51	49	96.08	3.92	6.12

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	28.09	24.58	21.72	25.44	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	239	238	99.58	0.42	24.37
Female	128	127	99.22	0.78	24.41
Male	110	110	100.00	0.00	23.64
American Indian or Alaska Native	0	0	0	0	0
Asian	28	28	100.00	0.00	46.43
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	87	86	98.85	1.15	19.77
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	24	24	100.00	0.00	29.17
White	95	95	100.00	0.00	21.05
English Learners	19	19	100.00	0.00	21.05
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	126	126	100.00	0.00	16.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	28	28	100.00	0.00	7.14

2024-25 Career Technical Education Programs

For the 2024-2025, all CWCS schools offered students four CTE pathways. These include Business and Personal Finance, Health Careers, Animal Science and Culinary Arts. All programs follow the CTE model curriculum standards. The first three semesters of each CTE pathway focus on students learning content and the fourth semester of each pathway students are involved in an Internship in the community or a real life learning experience. CTE teachers have been innovative and developed ways for students to gain these skills in many ways. For example, our Business students developed an Online Student Store. They designed and marketed products and managed the online platform.

The course pathways are as follows:

- a-g CTE Business and Financial Literacy and CTE Business Financial Lit Internship
- CTE Culinary Arts and CTE Culinary Arts Internship
- CTE Health Careers and CTE Health Careers Internship
- a-g CTE Animal Science and CTE Animal Science Internship

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	31
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	50
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	51.23
Graduates Who Completed All Courses Required for UC/CSU Admission	16.13

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%
Grade 7	100%	100%	100%	100%	100%
Grade 9	97%	97%	97%	97%	97%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Connecting Waters Charter School (CW) is a public charter school built on a strong partnership between families and educators. Parents play an active role in their child's education by collaborating with a credentialed Education Specialist to design and oversee individualized learning plans. Families have the flexibility to teach lessons directly, select online or in-person classes with our certificated instructors, use qualified community partners for support in a wide variety of subjects, and connect with other families through school-sponsored activities and events.

CW fosters parent engagement through a dedicated Parent Support Department, which provides up-to-date information and guidance through newsletters, listserv announcements, Education Specialist communication, and meetings held throughout the year. Families are invited to participate in organized opportunities such as PAWS (Parent Activities, Workshops and Support Sessions) and PAC (Parent Advisory Committee) meetings, as well as informal events like Donuts with Directors. Parents may also attend monthly board meetings to stay informed and provide input on school decisions. In addition, the school offers ongoing professional development for both parents and teachers, including curriculum / instruction workshops and information sessions designed to help families explore instructional materials and strategies.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	8.2	6.7	4.8	3.2	3.4	3.3	8.2	8.9	8
Graduation Rate	82.4	82.7	88.9	90.4	86.3	92.9	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	63	56	88.9
Female	39	36	92.3
Male	22	19	86.4
Non-Binary	--	--	--
American Indian or Alaska Native	0	0	0.00
Asian	12	10	83.3
Black or African American	0	0	0.00
Filipino	--	--	--
Hispanic or Latino	18	16	88.9
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	28	26	92.9
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	51	47	92.2
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	920	887	14	1.6
Female	480	465	8	1.7
Male	437	419	6	1.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	74	68	0	0.0
Black or African American	16	15	0	0.0
Filipino	--	--	--	--
Hispanic or Latino	321	303	6	2.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	85	84	1	1.2
White	401	394	6	1.5
English Learners	71	68	3	4.4
Foster Youth	--	--	--	--
Homeless	16	16	0	0.0
Socioeconomically Disadvantaged	519	496	13	2.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	120	116	3	2.6

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

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	4.3	5.2	3.5	3.6	3.28	2.94

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.04	0.33	0.07	0.08	0.07	0.06

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

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

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

2025-26 School Safety Plan

CWCS shall comply with all of the requirements of Education Code section 44237 to ensure the safety of employees and students. CWCS will comply with all applicable laws, including the Family Education Rights and Privacy Act, concerning immunization, SAFE act, as outlined in SB 98, health and safety, first aid, child abuse reporting and related issues for both employees and students. All employees of CWCS will furnish criminal record summaries in accordance with Education Code section 44237. All persons entering one of our school sites participate in our safety screening program through VisitU as a background check against their Government issued ID.

Connecting Waters Charter Schools has an annually updated Comprehensive School Safety Plan (CSSP). It is reviewed and updated by the school safety team and presented to all stakeholders annually. It is available for public review upon formal request, and is evaluated for best practice by first responders annually. Classified, Certificated, and Student training happens throughout the year and on an as needed basis. We have a training calendar that is followed monthly for small group training on specific safety topics and we provide large group safety training a minimum of two times a year.

Our plan is thorough, covering an overview and purpose, reporting, drug and mental health, to emergency procedures. We have a school safety team of 20 members that meet a minimum of once a month under the direction of our Deputy Executive Director. A SWAT team member visited a campus providing guidance of safety procedures to staff during a walk through of our site, as well as annual review of our safety plan by the operating county's law enforcement unit. This past year staff has also been trained in the use of Naloxone overdose prevention devices and epinephrine auto injectors, in addition to the annual CPR and First aid training.

Safety Team Review: January 14, 2025

Student and Parent Group Review: January 28 2025

Public Hearing: January 28, 2025

Stanislaus County Sheriff's Office Review: January 20, Ralph Ghimenti, County Security Unit

Stanislaus Consolidated Fire District: January 19, Ciera Sansing, Fire Inspector | Fire Prevention

Office Board Approval Date: March 3, 2025

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	1	13	0	0
1	1	39	0	0
2	2	10	0	0
3	2	36	0	0
4	3	5	0	0
5	3	11	0	0
6	4	16	0	0
Other	6	72	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	1	11	0	0
1	2	9	0	0
2	3	5	0	0
3	2	16	0	0
4	4	8	0	0
5	3	6	0	0
6	4	18	0	0
Other	5	78	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	2	8		
1	2	7		
2	3	5		
3	4	7		
4	4	9		
5	3	13		
6	4	11		
Other	6	83		

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	129	1	0
Mathematics	3	87	0	0
Science	2	88	0	0
Social Science	2	150	0	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	119	1	
Mathematics	3	102		
Science	2	84		
Social Science	2	130		

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	130		1
Mathematics	3	85		
Science	2	89		
Social Science	2	146		

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	426.67

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.9
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	0.1
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14295.00	\$1786.00	\$12509.00	\$80396.00
District	N/A	N/A	\$21258.00	\$93,453
Percent Difference - School Site and District	N/A	N/A	-51.8	-13.4
State	N/A	N/A	\$11,146	\$92,686
Percent Difference - School Site and State	N/A	N/A	14.9	-8.6

Fiscal Year 2024-25 Types of Services Funded

Our school provides a wide range of programs and services designed to support the diverse academic and social-emotional needs of students. Core academic programs are aligned with state standards and individualized through personalized learning plans that address each student’s strengths, interests, and areas for growth.

To ensure all students meet grade-level expectations, we offer online or in-person classes, targeted interventions and remedial support for students performing below grade level, as well as enrichment opportunities for those ready to advance. Students identified as at risk receive tiered support that may include whole group or small-group instruction, additional tutoring, progress monitoring, and collaboration with families. English Learners receive specialized instruction in English Language Development (ELD) designed to build proficiency in listening, speaking, reading, and writing while supporting access to grade-level content. The school also administers all state-mandated and local assessments to monitor student progress and guide instructional decisions.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$60,954	\$57,978
Mid-Range Teacher Salary	\$89,762	\$89,612
Highest Teacher Salary	\$115,101	\$117,194
Average Principal Salary (Elementary)	\$138,340	\$143,632
Average Principal Salary (Middle)	\$141,635	\$149,447
Average Principal Salary (High)	\$152,032	\$162,334
Superintendent Salary	\$206,769	\$234,076
Percent of Budget for Teacher Salaries	23.86%	27.81%
Percent of Budget for Administrative Salaries	5.7%	5.47%

2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	1.2
--	-----

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	1
English	3
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	1
Total AP Courses Offered Where there are student course enrollments of at least one student.	7

Professional Development

Since the conception of the school in 2002, the teachers have met once a month throughout the school year for professional development. This time is spent learning about policies, analyzing student achievement data to improve instruction, networking with colleagues, along with receiving coaching from supervisors and mentors. The staff receives ongoing professional development through monthly meetings, workshops, conferences, online training, and individual mentoring. Twice yearly, All Staff Professional Development Days are held for educational training purposes; these professional development days are intensive trainings for staff departments as applicable. The trainings are determined based on the review of student achievement data in reading and math instruction along with new policies and procedures. The school has also implemented bi/monthly online training based on various topics of need in accordance with our school wide goals.

Training topics have included:

My Access including writing strategies and curriculum

Curriculum Training - Curriculum options to create a personalized plan using data to drive the instruction and review of grade level state standard checklist for chosen curriculum not adopted by the state to ensure grade level standards are being addressed.

Assessment Training- Using data to drive instruction, curriculum options and academic supports

Apex Learning Management System Training

Early Literacy

Social Emotional Learning

iReady Analyzing growth data and responding with differentiated instruction

Roster Check/Effective Educator Designation

Early Potential Graduates

Advisor Time/CAASPP Training/Designated Supports

Organizing and archiving records

High School Intensive (HSI) Policies

Special Education policies and procedures

Summer School procedures

Suicide Prevention

Education Plans- How to create and personalize a student's Ed Plan

Re-Engagement procedures, including Re-Engagement Team Meetings, BIEM procedures

Math Department Updates/Math Strands Opportunities for Tier 2 and 3 students

Online OML options including IXL

Professional Development

Tiger Time Options: Discussion of program rollout, placement recommendations

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	12	12	12

Coversheet

Approval of the Accountability Report Card (SARC) 2024-2025 Data for Connecting Waters Charter School - East Bay

Section: V. Items Scheduled for Consideration and/or Action
Item: B. Approval of the Accountability Report Card (SARC) 2024-2025 Data for
Connecting Waters Charter School - East Bay
Purpose: Vote
Submitted by:
Related Material: 2025_SARC-CWEB.pdf

BACKGROUND:

Yearly School Accountability Report Card. The SARCs must be published and submitted to the CDE no later than February 1 of each year, and are considered current through January 31 the following year.

Connecting Waters Charter-East Bay

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2025-26 School Contact Information

School Name	Connecting Waters Charter-East Bay
Street	12420 Bentley Street
City, State, Zip	Waterford, CA 95386
Phone Number	(209) 874-1119
Principal	Jerri Levers
Email Address	jlevers@cwcharter.org
School Website	cweastbay.org
Grade Span	
County-District-School (CDS) Code	01100170136101

2025-26 District Contact Information

District Name	Connecting Waters Charter School, East Bay
Phone Number	(510) 887-0152
Superintendent	Alysse Castro
Email Address	acastro@acoe.org
District Website	http://www.acoe.org

2025-26 School Description and Mission Statement

Connecting Waters Charter School, East Bay is a collaborative educational community promoting academic excellence in preparing students for college and career while providing individualized public education through challenging, unique, and varied learning.

Our school operates within Alameda, Contra Costa, San Mateo, San Joaquin, Santa Clara, San Francisco and Stanislaus counties. The cornerstone of our school philosophy is parental involvement, providing ample learning programs and opportunities for all learning styles, and supporting an individualized curriculum approach to learning.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	39
Grade 1	27
Grade 2	33
Grade 3	46
Grade 4	41
Grade 5	45
Grade 6	44
Grade 7	44
Grade 8	48
Grade 9	45
Grade 10	53
Grade 11	41
Grade 12	34
Total Enrollment	540

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.7
Male	48.9
Non-Binary	0.4
American Indian or Alaska Native	0.6
Asian	42.2
Black or African American	3.9
Filipino	2.8
Hispanic or Latino	8.9
Native Hawaiian or Pacific Islander	0.2
Two or More Races	16.3
White	21.3
English Learners	4.3
Foster Youth	0.2
Socioeconomically Disadvantaged	30.4
Students with Disabilities	11.3

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	31	63.13	107.1	50.14	234405.2	84
Intern Credential Holders Properly Assigned	0	0	13.9	6.54	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.1	0.24	36.2	16.95	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	17.6	36.01	45.8	21.45	11953.1	4.28
Unknown/Incomplete/NA	0.2	0.57	10.4	4.91	15831.9	5.67
Total Teaching Positions	49.1	100	213.7	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	30.6	61.55	106.8	50.11	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	12.3	5.78	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	50.4	23.66	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	19.1	38.43	37.9	17.79	11746.9	4.23
Unknown/Incomplete/NA	0	0	5.6	2.65	14303.8	5.15
Total Teaching Positions	49.7	100	213.2	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15	47.44	86.8	44.94	230039.4	100
Intern Credential Holders Properly Assigned	0	0	9.1	4.72	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.1	0.35	51.2	26.52	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	16.3	51.8	41.8	21.66	12112.8	4.34
Unknown/Incomplete/NA	0.1	0.35	4.1	2.15	13705.8	4.91
Total Teaching Positions	31.6	100	193.2	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.10	0	0.1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.10	0	0.1

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.10	0.7	0
Local Assignment Options	17.50	18.3	16.3
Total Out-of-Field Teachers	17.60	19.1	16.3

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.6	0	1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.9	7.8	0.6

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

" Note: Curriculum is purchased or checked out individually for each student enrolled at the time of enrollment, and each year they continue with the school it is personalized to their needs. As stated in our charter, curricula and materials shall adhere to the California State Frameworks and Content Standards in accordance with the California Public Schools Accountability Act."

Year and month in which the data were collected	N/A
--	-----

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	N/A	0
Mathematics	N/A	0
Science	N/A	0
History-Social Science	N/A	0
Foreign Language	N/A	0
Health	N/A	0
Visual and Performing Arts	N/A	0
Science Laboratory Equipment (grades 9-12)		0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Not applicable. Connecting Waters, East Bay is an independent study non-classroom based school. The following information has been implemented at our school's resource centers.

Maintaining and keeping all our facilities in good repair is one of many objectives that Connecting Waters Charter Schools has focused on this year for health and safety. To meet this goal Connecting Waters Charter Schools have done the following:

1. Monthly site inspections that focus on: gas leaks, HVAC, sewer, interior surfaces, overall cleanliness, pest infestation, electrical, restrooms, sinks, fire safety, hazardous material, structural damage, roofs, windows and doors.
2. Daily walkthroughs of the site by a staff member using a checklist.
3. Vetting our Comprehensive School Safety Plan through educational partners and first responders.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report	10/13/2025
---	------------

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	69	68	49	51	47	48
Mathematics (grades 3-8 and 11)	54	53	42	45	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	293	286	97.61	2.39	67.83
Female	140	138	98.57	1.43	74.64
Male	153	148	96.73	3.27	61.49
American Indian or Alaska Native	--	--	--	--	--
Asian	129	128	99.22	0.78	75.00
Black or African American	11	9	81.82	18.18	--
Filipino	--	--	--	--	--
Hispanic or Latino	24	24	100.00	0.00	58.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	58	55	94.83	5.17	69.09
White	61	60	98.36	1.64	65.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	71	68	95.77	4.23	66.18
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	42	38	90.48	9.52	36.84

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	293	286	97.61	2.39	52.80
Female	140	138	98.57	1.43	53.62
Male	153	148	96.73	3.27	52.03
American Indian or Alaska Native	--	--	--	--	--
Asian	129	128	99.22	0.78	66.41
Black or African American	11	9	81.82	18.18	--
Filipino	--	--	--	--	--
Hispanic or Latino	24	24	100.00	0.00	41.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	58	55	94.83	5.17	54.55
White	61	60	98.36	1.64	35.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	71	68	95.77	4.23	39.71
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	42	38	90.48	9.52	23.68

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	50	51.33	0	0	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	161	156	96.89	3.11	49.36
Female	76	74	97.37	2.63	45.95
Male	85	82	96.47	3.53	52.44
American Indian or Alaska Native	--	--	--	--	--
Asian	66	66	100.00	0.00	54.55
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	14	14	100.00	0.00	57.14
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	27	25	92.59	7.41	52.00
White	41	40	97.56	2.44	40.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	47	44	93.62	6.38	38.64
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	15	83.33	16.67	20.00

2024-25 Career Technical Education Programs

For the 2024-2025, all CWCS schools offered students four CTE pathways. These include Business and Personal Finance, Health Careers, Animal Science and Culinary Arts. All programs follow the CTE model curriculum standards. The first three semesters of each CTE pathway focus on students learning content and the fourth semester of each pathway students are involved in an Internship in the community or a real life learning experience. CTE teachers have been innovative and developed ways for students to gain these skills in many ways. For example, our Business students developed an Online Student Store. They designed and marketed products and managed the online platform.

The course pathways are as follows:

- a-g CTE Business and Financial Literacy and CTE Business Financial Lit Internship
- CTE Culinary Arts and CTE Culinary Arts Internship
- CTE Health Careers and CTE Health Careers Internship
- a-g CTE Animal Science and CTE Animal Science Internship

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	37
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	28.6
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	85.55
Graduates Who Completed All Courses Required for UC/CSU Admission	55.81

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	95%	95%	95%	95%	
Grade 7	95%	95%	95%	95%	
Grade 9	100%	100%	100%	100%	

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Connecting Waters Charter School, East Bay (CWEB) is a public charter school built on a strong partnership between families and educators. Parents play an active role in their child's education by collaborating with a credentialed Education Specialist to design and oversee individualized learning plans. Families have the flexibility to teach lessons directly, select online or in-person classes with our certificated instructors, use qualified community partners for support in a wide variety of subjects, and connect with other families through school-sponsored activities and events.

CWEB fosters parent engagement through a dedicated Parent Support Department, which provides up-to-date information and guidance through newsletters, listserv announcements, Education Specialist communication, and meetings held throughout the year. Families are invited to participate in organized opportunities such as PAWS (Parent Activities, Workshops and Support Sessions) and PAC (Parent Advisory Committee) meetings, as well as informal events like Donuts with Directors. Parents may also attend monthly board meetings to stay informed and provide input on school decisions. In addition, the school offers ongoing professional development for both parents and teachers, including curriculum / instruction workshops and information sessions designed to help families explore instructional materials and strategies.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	0	6.5	0	25.5	27.3	18.2	8.2	8.9	8
Graduation Rate	96.8	93.5	90.9	59.8	57	57.2	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	44	40	90.9
Female	20	18	90.0
Male	24	22	91.7
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	19	17	89.5
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	18	16	88.9
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	554	541	4	0.7
Female	283	274	2	0.7
Male	270	266	2	0.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	235	230	0	0.0
Black or African American	20	20	0	0.0
Filipino	14	14	0	0.0
Hispanic or Latino	46	42	0	0.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	89	88	1	1.1
White	127	124	3	2.4
English Learners	28	28	0	0.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	181	176	3	1.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	69	66	4	6.1

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

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	2.19	2.3	2.17	3.6	3.28	2.94

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0.06	0.02	0.08	0.07	0.06

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

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

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

2025-26 School Safety Plan

CWEB shall comply with all of the requirements of Education Code section 44237 to ensure the safety of employees and students. CWEB will comply with all applicable laws, including the Family Education Rights and Privacy Act, concerning immunization, SAFE act, as outlined in SB 98, health and safety, first aid, child abuse reporting and related issues for both employees and students. All employees of CWCS will furnish criminal record summaries in accordance with Education Code section 44237. All persons entering one of our school sites participate in our safety screening program through VisitU as a background check against their Government issued ID.

Connecting Waters Charter Schools has an annually updated Comprehensive School Safety Plan (CSSP). It is reviewed and updated by the school safety team and presented to all stakeholders annually. It is available for public review upon formal request, and is evaluated for best practice by first responders annually. Classified, Certificated, and Student training happens throughout the year and on an as needed basis. We have a training calendar that is followed monthly for small group training on specific safety topics and we provide large group safety training a minimum of two times a year.

Our plan is thorough, covering an overview and purpose, reporting, drug and mental health, to emergency procedures. We have a school safety team of 20 members that meet a minimum of once a month under the direction of our Deputy Executive Director. A SWAT team member visited a campus providing guidance of safety procedures to staff during a walk through of our site, as well as annual review of our safety plan by the operating county's law enforcement unit. This past year staff has also been trained in the use of Naloxone overdose prevention devices and epinephrine auto injectors, in addition to the annual CPR and First aid training.

Safety Team Review: January 14, 2025

Student and Parent Group Review: January 28 2025

Public Hearing: January 28, 2025

Union City PD Review: January 10, Sgt. Jeff Wilson, Union City PD

Stanislaus Consolidated Fire District: January 14, 2025 Bonnie S. Terra, Division Chief

Office Board Approval Date: March 3, 2025

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	1	2	0	0
1	1	2	0	0
2	3	3	0	0
3	3	3	0	0
4	4	5	0	0
5	4	6	0	0
6	3	11	0	0
Other	6	60	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	3	2	0	0
1	4	2	0	0
2	3	4	0	0
3	4	9	0	0
4	3	3	0	0
5	5	5	0	0
6	3	21	0	0
Other	8	49	2	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	3	2		
1	5	2		
2	2	3		
3	3	6		
4	3	7		
5	3	5		
6	5	17		
Other	7	58	2	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	58	0	0
Mathematics	3	52	0	0
Science	4	36	0	0
Social Science	3	54	0	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	68		
Mathematics	3	60		
Science	4	30		
Social Science	3	52		

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	71		
Mathematics	3	61		
Science	4	34	1	
Social Science	3	48		

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	505

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.7
Social Worker	
Nurse	0.1
Speech/Language/Hearing Specialist	0.2
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12999.00	\$1699.00	\$11300.00	\$97635.00
District	N/A	N/A	\$17203.00	
Percent Difference - School Site and District	N/A	N/A	-41.4	-38
State	N/A	N/A	\$11,146	
Percent Difference - School Site and State	N/A	N/A	4.8	-7

Fiscal Year 2024-25 Types of Services Funded

Our school provides a wide range of programs and services designed to support the diverse academic and social-emotional needs of students. Core academic programs are aligned with state standards and individualized through personalized learning plans that address each student’s strengths, interests, and areas for growth.

To ensure all students meet grade-level expectations, we offer online or in-person classes, targeted interventions and remedial support for students performing below grade level, as well as enrichment opportunities for those ready to advance. Students identified as at risk receive tiered support that may include whole group or small-group instruction, additional tutoring, progress monitoring, and collaboration with families. English Learners receive specialized instruction in English Language Development (ELD) designed to build proficiency in listening, speaking, reading, and writing while supporting access to grade-level content. The school also administers all state-mandated and local assessments to monitor student progress and guide instructional decisions.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	10.4
--	------

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	4
English	2
Fine and Performing Arts	0
Foreign Language	2
Mathematics	1
Science	6
Social Science	2
Total AP Courses Offered Where there are student course enrollments of at least one student.	31

Professional Development

Since the conception of the school in 2017, the teachers have met once a month throughout the school year for professional development. This time is spent learning about policies, analyzing student achievement data to improve instruction, networking with colleagues, along with receiving coaching from supervisors and mentors. The staff receives ongoing professional development through monthly meetings, workshops, conferences, online training, and individual mentoring. Twice yearly, All Staff Professional Development Days are held for educational training purposes; these professional development days are intensive trainings for staff departments as applicable. The trainings are determined based on the review of student achievement data in reading and math instruction along with new policies and procedures. The school has also implemented bi/monthly online training based on various topics of need in accordance with our school wide goals.

Training topics have included:

My Access including writing strategies and curriculum

Curriculum Training - Curriculum options to create a personalized plan using data to drive the instruction and review of grade level state standard checklist for chosen curriculum not adopted by the state to ensure grade level standards are being addressed.

Assessment Training- Using data to drive instruction, curriculum options and academic supports

Apex Learning Management System Training

Early Literacy

Social Emotional Learning

iReady Analyzing growth data and responding with differentiated instruction

Roster Check/Effective Educator Designation

Early Potential Graduates

Advisor Time/CAASPP Training/Designated Supports

Organizing and archiving records

High School Intensive (HSI) Policies

Special Education policies and procedures

Summer School procedures

Suicide Prevention

Education Plans- How to create and personalize a student's Ed Plan

Re-Engagement procedures, including Re-Engagement Team Meetings, BIEM procedures

Math Department Updates/Math Strands Opportunities for Tier 2 and 3 students

Online OML options including IXL

Professional Development

Tiger Time Options: Discussion of program rollout, placement recommendations

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	12	12	12

Coversheet

Approval of the Accountability Report Card (SARC) 2024-2025 Data for Connecting Waters Charter School - Central Valley

Section: V. Items Scheduled for Consideration and/or Action
Item: C. Approval of the Accountability Report Card (SARC) 2024-2025 Data for
Connecting Waters Charter School - Central Valley
Purpose: Vote
Submitted by:
Related Material: 2025_SARC-CV.pdf

BACKGROUND:

Yearly School Accountability Report Card. The SARCs must be published and submitted to the CDE no later than February 1 of each year, and are considered current through January 31 the following year.

Connecting Waters Charter School, Central Valley

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2025-26 School Contact Information

School Name	Connecting Waters Charter School, Central Valley
Street	12420 Bentley Street
City, State, Zip	Waterford, CA 95386
Phone Number	(209) 874-1119
Principal	Jerri Levers
Email Address	jlevers@cwcharter.org
School Website	cwcentralvalley.org
Grade Span	
County-District-School (CDS) Code	50711670138057

2025-26 District Contact Information

District Name	Connecting Waters Charter School, Central Valley
Phone Number	(209) 574-1616
Superintendent	Sara Noguchi
Email Address	noguch.s@mcs4kids.com
District Website	mcs4kids.com

2025-26 School Description and Mission Statement

Connecting Waters Charter School, Central Valley is a collaborative educational community promoting academic excellence in preparing students for college and career while providing individualized public education through challenging, unique, and varied learning.

Our school operates within Stanislaus, Alameda, Calaveras, Mariposa, Merced, San Joaquin, Santa Clara, and Tuolumne counties. The cornerstone of our school philosophy is parental involvement, providing ample learning programs and opportunities for all learning styles, and supporting an individualized curriculum approach to learning.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	76
Grade 1	48
Grade 2	71
Grade 3	57
Grade 4	53
Grade 5	53
Grade 6	58
Grade 7	62
Grade 8	68
Grade 9	50
Grade 10	63
Grade 11	64
Grade 12	53
Total Enrollment	776

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.3
Male	49.7
American Indian or Alaska Native	0.4
Asian	2.4
Black or African American	0.9
Filipino	0.9
Hispanic or Latino	33.2
Native Hawaiian or Pacific Islander	0.3
Two or More Races	10.7
White	49
English Learners	6.2
Homeless	0.1
Socioeconomically Disadvantaged	53.5
Students with Disabilities	13

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.7	57.31	608.7	88.15	234405.2	84
Intern Credential Holders Properly Assigned	0	0	14.2	2.06	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.7	1.37	20.9	3.03	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	20.4	39.41	32.7	4.75	11953.1	4.28
Unknown/Incomplete/NA	0.9	1.87	13.9	2.01	15831.9	5.67
Total Teaching Positions	51.8	100	690.5	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.3	54.35	609.2	86.37	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	19.9	2.83	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0.09	26.5	3.76	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	24.5	45.54	35.5	5.04	11746.9	4.23
Unknown/Incomplete/NA	0	0	14.1	2.01	14303.8	5.15
Total Teaching Positions	53.9	100	705.4	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.2	44.09	612.5	85.92	230039.4	100
Intern Credential Holders Properly Assigned	0	0	23.5	3.31	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	23.6	3.32	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	24.3	55.77	36.5	5.13	12112.8	4.34
Unknown/Incomplete/NA	0	0.14	16.5	2.32	13705.8	4.91
Total Teaching Positions	43.5	100	712.8	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.70	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.70	0	0

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.20	0.8	0
Local Assignment Options	20.20	23.7	24.3
Total Out-of-Field Teachers	20.40	24.5	24.3

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.1	6.2	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.8	3	0.4

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

" Note: Curriculum is purchased, or checked out individually for each student enrolled at the time of enrollment, and each year they continue with the school it is personalized to their needs. As stated in our charter, curricula and materials shall adhere to the California State Frameworks and Content Standards in accordance with the California Public Schools Accountability Act."

Year and month in which the data were collected	N/A
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Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	N/A	0
Mathematics	N/A	0
Science	N/A	0
History-Social Science	N/A	0
Foreign Language	N/A	0
Health	N/A	0
Visual and Performing Arts	N/A	0
Science Laboratory Equipment (grades 9-12)	N/A	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Not applicable. Connecting Waters, Central Valley is an independent study non-classroom based school. The following information has been implemented at our school's resource centers.

Maintaining and keeping all our facilities in good repair is one of many objectives that Connecting Waters Charter Schools has focused on this year for health and safety. To meet this goal Connecting Waters Charter Schools have done the following:

1. Monthly site inspections that focus on: gas leaks, HVAC, sewer, interior surfaces, overall cleanliness, pest infestation, electrical, restrooms, sinks, fire safety, hazardous material, structural damage, roofs, windows and doors.
2. Daily walkthroughs of the site by a staff member using a checklist.
3. Vetting our Comprehensive School Safety Plan through educational partners and first responders.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report	11/03/2025
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	40	40	31	33	47	48
Mathematics (grades 3-8 and 11)	20	23	21	24	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	396	392	98.99	1.01	39.80
Female	201	199	99.00	1.00	46.23
Male	195	193	98.97	1.03	33.16
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	128	128	100.00	0.00	33.59
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	55	55	100.00	0.00	49.09
White	196	192	97.96	2.04	41.15
English Learners	23	23	100.00	0.00	8.70
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	140	138	98.57	1.43	29.71
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	56	54	96.43	3.57	11.11

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	396	392	98.99	1.01	23.47
Female	201	199	99.00	1.00	21.11
Male	195	193	98.97	1.03	25.91
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	128	128	100.00	0.00	17.97
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	55	55	100.00	0.00	21.82
White	196	192	97.96	2.04	27.08
English Learners	23	23	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	140	138	98.57	1.43	15.22
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	56	54	96.43	3.57	7.41

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	28.77	25.11	16.34	18.07	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	229	225	98.25	1.75	24.89
Female	118	116	98.31	1.69	24.14
Male	111	109	98.20	1.80	25.69
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	78	78	100.00	0.00	14.10
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	32	32	100.00	0.00	37.50
White	106	102	96.23	3.77	28.43
English Learners	13	13	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	100	98	98.00	2.00	20.41
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	22	91.67	8.33	4.55

2024-25 Career Technical Education Programs

For the 2024-2025, all CWCS schools offered students four CTE pathways. These include Business and Personal Finance, Health Careers, Animal Science and Culinary Arts. All programs follow the CTE model curriculum standards. The first three semesters of each CTE pathway focus on students learning content and the fourth semester of each pathway students are involved in an Internship in the community or a real life learning experience. CTE teachers have been innovative and developed ways for students to gain these skills in many ways. For example, our Business students developed an Online Student Store. They designed and marketed products and managed the online platform.

The course pathways are as follows:

- a-g CTE Business and Financial Literacy and CTE Business Financial Lit Internship
- CTE Culinary Arts and CTE Culinary Arts Internship
- CTE Health Careers and CTE Health Careers Internship
- a-g CTE Animal Science and CTE Animal Science Internship

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	66
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	36.4
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	62.17
Graduates Who Completed All Courses Required for UC/CSU Admission	9.23

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98%	98%	98%	98%	
Grade 7	100%	100%	100%	100%	
Grade 9	100%	100%	100%	100%	

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Connecting Waters Charter School, Central Valley (CWCV) is a public charter school built on a strong partnership between families and educators. Parents play an active role in their child's education by collaborating with a credentialed Education Specialist to design and oversee individualized learning plans. Families have the flexibility to teach lessons directly, select online or in-person classes with our certificated instructors, use qualified community partners for support in a wide variety of subjects, and connect with other families through school-sponsored activities and events.

CWCV fosters parent engagement through a dedicated Parent Support Department, which provides up-to-date information and guidance through newsletters, listserv announcements, Education Specialist communication, and meetings held throughout the year. Families are invited to participate in organized opportunities such as PAWS (Parent Activities, Workshops and Support Sessions) and PAC (Parent Advisory Committee) meetings, as well as informal events like Donuts with Directors. Parents may also attend monthly board meetings to stay informed and provide input on school decisions. In addition, the school offers ongoing professional development for both parents and teachers, including curriculum / instruction workshops and information sessions designed to help families explore instructional materials and strategies.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	5.2	2.2	5.2	5.2	2.2	5.2	8.2	8.9	8
Graduation Rate	89.6	91.3	94.8	89.6	91.3	94.8	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	58	55	94.8
Female	30	29	96.7
Male	28	26	92.9
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	20	19	95.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	23	23	100.0
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	0	0	0.00
Socioeconomically Disadvantaged	39	38	97.4
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	785	777	4	0.5
Female	395	390	1	0.3
Male	390	387	3	0.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	19	19	0	0.0
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	173	173	3	1.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	93	93	0	0.0
White	462	454	1	0.2
English Learners	49	49	0	0.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	428	424	4	0.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	116	116	1	0.9

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

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	4.08	3.42	2.62	3.6	3.28	2.94

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0.01	0.01	0.08	0.07	0.06

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

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

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

2025-26 School Safety Plan

CWCV shall comply with all of the requirements of Education Code section 44237 to ensure the safety of employees and students. CWCV will comply with all applicable laws, including the Family Education Rights and Privacy Act, concerning immunization, SAFE act, as outlined in SB 98, health and safety, first aid, child abuse reporting and related issues for both employees and students. All employees of CWCV will furnish criminal record summaries in accordance with Education Code section 44237. All persons entering one of our school sites participate in our safety screening program through VisitU as a background check against their Government issued ID.

Connecting Waters Charter Schools has an annually updated Comprehensive School Safety Plan (CSSP). It is reviewed and updated by the school safety team and presented to all stakeholders annually. It is available for public review upon formal request, and is evaluated for best practice by first responders annually. Classified, Certificated, and Student training happens throughout the year and on an as needed basis. We have a training calendar that is followed monthly for small group training on specific safety topics and we provide large group safety training a minimum of two times a year.

Our plan is thorough, covering an overview and purpose, reporting, drug and mental health, to emergency procedures. We have a school safety team of 20 members that meet a minimum of once a month under the direction of our Deputy Executive Director. A SWAT team member visited a campus providing guidance of safety procedures to staff during a walk through of our site, as well as annual review of our safety plan by the operating county's law enforcement unit. This past year staff has also been trained in the use of Naloxone overdose prevention devices and epinephrine auto injectors, in addition to the annual CPR and First aid training.

Safety Team Review: January 14, 2025

Student and Parent Group Review: January 28 2025

Public Hearing: January 28, 2025

Stanislaus County Sheriff's Office Review: January 20, Ralph Ghimenti, County Security Unit

Stanislaus Consolidated Fire District: January 19, Ciera Sansing, Fire Inspector | Fire Prevention

Office Board Approval Date: March 3, 2025

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	2	8	0	0
1	2	11	0	0
2	2	8	0	0
3	1	10	0	0
4	4	10	0	0
5	3	13	0	0
6	3	20	0	0
Other	6	59	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	1	5	0	0
1	3	5	0	0
2	2	9	0	0
3	3	10	0	0
4	2	9	0	0
5	4	13	0	0
6	4	17	0	0
Other	6	65	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	2	5		
1	4	3		
2	3	8		
3	4	10		
4	6	8		
5	3	13		
6	5	18		
Other	6	79		1

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	104	1	0
Mathematics	3	70	0	0
Science	2	72	0	0
Social Science	2	118	0	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	120		
Mathematics	3	79		
Science	3	72		
Social Science	2	117		

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	114		
Mathematics	3	81		
Science	3	68		
Social Science	2	123		

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	416.47

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.7
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.1
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12,319	\$1,263	\$11057.00	\$85353.00
District	N/A	N/A	\$19821.00	
Percent Difference - School Site and District	N/A	N/A	-56.8	-9
State	N/A	N/A	\$11,146	
Percent Difference - School Site and State	N/A	N/A	2.6	-10

Fiscal Year 2024-25 Types of Services Funded

Our school provides a wide range of programs and services designed to support the diverse academic and social-emotional needs of students. Core academic programs are aligned with state standards and individualized through personalized learning plans that address each student’s strengths, interests, and areas for growth.

To ensure all students meet grade-level expectations, we offer online or in-person classes, targeted interventions and remedial support for students performing below grade level, as well as enrichment opportunities for those ready to advance. Students identified as at risk receive tiered support that may include whole group or small-group instruction, additional tutoring, progress monitoring, and collaboration with families. English Learners receive specialized instruction in English Language Development (ELD) designed to build proficiency in listening, speaking, reading, and writing while supporting access to grade-level content. The school also administers all state-mandated and local assessments to monitor student progress and guide instructional decisions.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0.4
--	-----

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	1
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	1

Professional Development

Since the conception of the school in 2018, the teachers have met once a month throughout the school year for professional development. This time is spent learning about policies, analyzing student achievement data to improve instruction, networking with colleagues, along with receiving coaching from supervisors and mentors. The staff receives ongoing professional development through monthly meetings, workshops, conferences, online training, and individual mentoring. Twice yearly, All Staff Professional Development Days are held for educational training purposes; these professional development days are intensive trainings for staff departments as applicable. The trainings are determined based on the review of student achievement data in reading and math instruction along with new policies and procedures. The school has also implemented bi/monthly online training based on various topics of need in accordance with our school wide goals.

Training topics have included:

My Access including writing strategies and curriculum

Curriculum Training - Curriculum options to create a personalized plan using data to drive the instruction and review of grade level state standard checklist for chosen curriculum not adopted by the state to ensure grade level standards are being addressed.

Assessment Training- Using data to drive instruction, curriculum options and academic supports

Apex Learning Management System Training

Early Literacy

Social Emotional Learning

iReady Analyzing growth data and responding with differentiated instruction

Roster Check/Effective Educator Designation

Early Potential Graduates

Advisor Time/CAASPP Training/Designated Supports

Organizing and archiving records

High School Intensive (HSI) Policies

Special Education policies and procedures

Summer School procedures

Suicide Prevention

Education Plans- How to create and personalize a student's Ed Plan

Re-Engagement procedures, including Re-Engagement Team Meetings, BIEM procedures

Math Department Updates/Math Strands Opportunities for Tier 2 and 3 students

Online OML options including IXL

Professional Development

Tiger Time Options: Discussion of program rollout, placement recommendations

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	12	12	12

Coversheet

Approval of the 2025-2026 Governance Committee Meeting Schedule and Committee Directives

Section: V. Items Scheduled for Consideration and/or Action
Item: D. Approval of the 2025-2026 Governance Committee Meeting Schedule
and Committee Directives
Purpose: Vote
Submitted by: Jennifer Louie-Monzon
Related Material: 2025-26 CWCS Governance Committee.pdf

RECOMMENDATION:

The Board is providing the Governance Committee directives for the rest of the 2025-26 school year. Meeting dates will be confirmed at this meeting.

2025-26 Governance Committee Directives and Meeting Schedule

Governance Committee Directives

For the 2025-26 school year, the CWCS Board is providing specific direction to the Governance Committee to focus on the following key areas:

- **Policy Oversight & Organization:** Oversee the drafting and update of school policies to ensure compliance, by establishing a standardized process for consistency and a master schedule for reviewing all policies throughout the CWCS fiscal year.
- **Bylaws Review:** Review the CWCS Bylaws to ensure compliance with the California Education Code, the Brown Act, California non-profit law, and charter petitions.
- **Out-of-State Employee Policy:** Draft a formal policy regarding out-of-state employment that aligns with the CWCS' long-term operational goals and geographical requirements for its personnel.

2025-26 Committee Members

- Kristen Corrales
- Jennifer Louie-Monzon
- Erika Melton

2025-26 Meeting Schedule

- February 10, 2026 8:30 - 10:00am
- May 12, 2026 8:30 - 10:00am

Coversheet

Approval of New Position: Re-Engagement Team Coordinator

Section: V. Items Scheduled for Consideration and/or Action
Item: E. Approval of New Position: Re-Engagement Team Coordinator
Purpose: Vote
Submitted by:
Related Material: 2025-2026 Certificated Payscale (DRAFT).pdf

BACKGROUND:

Admin has decided that with the increase of re-engagement meetings, a new position is needed to better support the team for student success.

Connecting Waters Charter Schools Certificated 2025/26 Pay Rate Information

Exempt Certificated Schedule:

Step	180	185	190	205	210
0	\$68,340.00	\$73,656.85	\$75,556.70	\$90,133.63	\$100,227.44
1	\$70,390.00	\$75,866.24	\$77,823.08	\$92,837.24	\$103,233.83
2	\$72,500.00	\$78,139.66	\$80,155.14	\$95,619.23	\$106,327.36
3	\$74,680.00	\$80,487.80	\$82,563.85	\$98,492.63	\$109,522.56
4	\$76,920.00	\$82,899.98	\$85,038.24	\$101,444.41	\$112,804.89
5	\$79,230.00	\$85,386.87	\$87,589.28	\$104,487.61	\$116,188.89
6	\$81,610.00	\$87,948.48	\$90,216.96	\$107,622.24	\$119,674.56
7	\$83,240.00	\$89,709.58	\$92,023.49	\$109,777.30	\$122,070.96
8	\$84,900.00	\$91,502.71	\$93,862.86	\$111,971.54	\$124,510.92
9	\$86,600.00	\$93,327.85	\$95,735.08	\$114,204.96	\$126,994.46
10	\$88,330.00	\$95,195.69	\$97,651.10	\$116,490.63	\$129,536.09
11	\$90,540.00	\$97,575.85	\$100,092.65	\$119,403.22	\$132,774.86
12	\$92,350.00	\$99,529.07	\$102,096.26	\$121,793.37	\$135,432.68
13	\$94,200.00	\$101,524.99	\$104,143.66	\$124,235.77	\$138,148.59
14	\$96,080.00	\$103,552.93	\$106,223.90	\$126,717.35	\$140,908.08

Revised: January 15, 2026

Board Approved:

Connecting Waters Charter Schools Certificated 2025/26 Pay Rate Information

15	\$98,480.00	\$106,146.56	\$108,884.43	\$129,891.16	\$144,437.32
16	\$100,450.00	\$108,270.56	\$111,063.21	\$132,490.29	\$147,327.52
17	\$102,460.00	\$110,437.25	\$113,285.79	\$135,141.66	\$150,275.81
18	\$104,510.00	\$112,646.63	\$115,552.16	\$137,845.28	\$153,282.20
19	\$106,600.00	\$114,898.71	\$117,862.33	\$140,601.14	\$156,346.68
20	\$109,270.00	\$117,769.85	\$120,807.52	\$144,114.54	\$160,253.53

Hourly/Nonexempt Certificated Schedule Range:

0	1	2	3	4
\$25.00-\$40.00	\$40.01-\$55.00	\$55.01-\$70.00	\$70.01-\$85.00	\$85.01-\$100

Positions Paid On This Salary Schedule:

Days	Title
180	Art Instructor Math Instructor English Instructor Science Instructor Social Studies Instructor Ethnic Studies Instructor CTE Culinary Arts Instructor Program Support Assistant
185	504/PLT Coordinator Lead Instructor Early Math Intervention Specialist Literacy and Language Specialist Prop 28 Lead Instructor Inclusion Support Assistant Grant Coordinator Instructional Programs Coordinator Curriculum Specialist

Revised: January 15, 2026

Board Approved:

**Connecting Waters Charter Schools
Certificated
2025/26 Pay Rate Information**

190	Guidance Counselor Guidance Counselor/School Registrar Guidance Counselor/Community College Liaison Virtual College and Career Center Counselor School Psychologist Special Education Resource Specialist Special Education Resource Specialist/Post-Secondary Transition Provider Speech and Language Pathologist Occupational Therapist CWEB/CV Site Administrator/Instructor
205	EL Coordinator Math Specialist Science Specialist Curriculum & Assessment Coordinator ES Advisor/Education Specialist CWEB/CV Site Administrator/ES Advisor English Department Head/Tiger Time Specialist
210	Academic Director Education Services Director Guidance Director Program Specialist Curriculum and Accountability Director Accountability Coordinator
Hourly/As-needed	Data Systems Specialist Special Education Support Special Education Resource Specialist School Nurse Teaching Assistant Substitute Instructor Reengagement Team Coordinator

Master's Degree Stipend: \$1,000

Doctorate Degree Stipend: \$2,000

Longevity payments for exempt employees will be paid as follows:

2% for years 11-14 with the School

2.5% between years 15 and 19 with the School

3% a year from year 20 with the School

These amounts are not compounded – the total longevity increase for year 20 forward is 3%

Revised: January 15, 2026

Board Approved:

Connecting Waters Charter Schools
Certificated
2025/26 Pay Rate Information

Revised: January 15, 2026
Board Approved:

Coversheet

Approval of New Position: Employee Relations Specialist

Section: V. Items Scheduled for Consideration and/or Action
Item: F. Approval of New Position: Employee Relations Specialist
Purpose: Vote
Submitted by: HR
Related Material: Classified Pay Schedule (2025-2026) - Google Sheets.pdf

BACKGROUND:

Expand our personnel department to better serve our staff.

CONNECTING WATERS CHARTER SCHOOLS
Classified Salary Schedule

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
A	\$22.14	\$22.80	\$23.49	\$24.19	\$24.92	\$25.67	\$26.44	\$27.23	\$28.05	\$28.89	\$29.75	\$30.65	\$31.57	\$32.51	\$33.49	\$34.49	\$35.53	\$36.59	\$37.69	\$38.82
B	\$19.30	\$19.88	\$20.48	\$21.09	\$21.72	\$22.38	\$23.05	\$23.74	\$24.45	\$25.18	\$25.94	\$26.72	\$27.52	\$28.34	\$29.19	\$30.07	\$30.97	\$31.90	\$32.86	\$33.84
C	\$22.87	\$23.55	\$24.26	\$24.99	\$25.74	\$26.51	\$27.30	\$28.12	\$28.97	\$29.84	\$30.73	\$31.65	\$32.60	\$33.58	\$34.59	\$35.63	\$36.69	\$37.79	\$38.93	\$40.10
D	\$17.48	\$18.01	\$18.55	\$19.10	\$19.68	\$20.27	\$20.88	\$21.50	\$22.15	\$22.81	\$23.50	\$24.20	\$24.93	\$25.67	\$26.44	\$27.24	\$28.06	\$28.90	\$29.76	\$30.66
E	\$17.66	\$18.19	\$18.74	\$19.30	\$19.88	\$20.48	\$21.09	\$21.73	\$22.38	\$23.05	\$23.74	\$24.45	\$25.19	\$25.94	\$26.72	\$27.52	\$28.35	\$29.20	\$30.07	\$30.98
F	\$17.42	\$17.95	\$18.48	\$19.04	\$19.61	\$20.20	\$20.80	\$21.43	\$22.07	\$22.73	\$23.41	\$24.12	\$24.84	\$25.59	\$26.35	\$27.14	\$27.96	\$28.80	\$29.66	\$30.55
G	\$21.59	\$22.24	\$22.91	\$23.60	\$24.30	\$25.03	\$25.78	\$26.56	\$27.35	\$28.18	\$29.02	\$29.89	\$30.79	\$31.71	\$32.66	\$33.64	\$34.65	\$35.69	\$36.76	\$37.86
H	\$17.81	\$18.34	\$18.89	\$19.46	\$20.04	\$20.64	\$21.26	\$21.90	\$22.56	\$23.23	\$23.93	\$24.65	\$25.39	\$26.15	\$26.93	\$27.74	\$28.57	\$29.43	\$30.31	\$31.22
I	\$17.48	\$18.01	\$18.55	\$19.10	\$19.68	\$20.27	\$20.88	\$21.50	\$22.15	\$22.81	\$23.50	\$24.20	\$24.93	\$25.67	\$26.44	\$27.24	\$28.06	\$28.90	\$29.76	\$30.66
J	\$17.63	\$18.16	\$18.71	\$19.27	\$19.85	\$20.44	\$21.06	\$21.69	\$22.34	\$23.01	\$23.70	\$24.41	\$25.14	\$25.90	\$26.67	\$27.47	\$28.30	\$29.15	\$30.02	\$30.92
K	\$19.66	\$20.25	\$20.86	\$21.49	\$22.13	\$22.80	\$23.48	\$24.19	\$24.91	\$25.66	\$26.43	\$27.22	\$28.04	\$28.88	\$29.74	\$30.64	\$31.56	\$32.50	\$33.48	\$34.48
L	\$17.48	\$18.01	\$18.55	\$19.10	\$19.68	\$20.27	\$20.88	\$21.50	\$22.15	\$22.81	\$23.50	\$24.20	\$24.93	\$25.67	\$26.44	\$27.24	\$28.06	\$28.90	\$29.76	\$30.66
M	\$17.66	\$18.19	\$18.74	\$19.30	\$19.88	\$20.48	\$21.09	\$21.73	\$22.38	\$23.05	\$23.74	\$24.45	\$25.19	\$25.94	\$26.72	\$27.52	\$28.35	\$29.20	\$30.07	\$30.98
N	\$21.88	\$22.53	\$23.21	\$23.91	\$24.62	\$25.36	\$26.12	\$26.91	\$27.71	\$28.54	\$29.40	\$30.28	\$31.19	\$32.13	\$33.09	\$34.08	\$35.11	\$36.16	\$37.24	\$38.36
O	\$17.48	\$18.01	\$18.55	\$19.10	\$19.68	\$20.27	\$20.88	\$21.50	\$22.15	\$22.81	\$23.50	\$24.20	\$24.93	\$25.67	\$26.44	\$27.24	\$28.06	\$28.90	\$29.76	\$30.66
P	\$22.01	\$22.67	\$23.35	\$24.05	\$24.77	\$25.51	\$26.28	\$27.07	\$27.88	\$28.72	\$29.58	\$30.46	\$31.38	\$32.32	\$33.29	\$34.29	\$35.32	\$36.38	\$37.47	\$38.59
Q	\$17.90	\$18.43	\$18.99	\$19.56	\$20.14	\$20.75	\$21.37	\$22.01	\$22.67	\$23.35	\$24.05	\$24.77	\$25.52	\$26.28	\$27.07	\$27.88	\$28.72	\$29.58	\$30.47	\$31.38

	Hourly Range Step I	Hourly Range Step II	Hourly Range Step III
R	\$16.50 - \$19.50	\$19.51 - \$22.50	\$22.51 - \$25.50

Incremental increase of 3% per step

Pay cycle schedule for non-exempt employees is as follows:

Pay Period Begin Date 1st of month running through 15th of month, paid on the 25th.

Pay Period Begin Date 16th of month running through 30th/31st of month, paid on the 10th.

Longevity payments effective 07/01/15, for continuing employees will be paid as follows:

1.5% for years 7-9 with the school

2% for years 10-14 with the school

2.5% between year 15 and 19 with the school

3% a year from year 20 with the school

These amounts are not compounded-the total longevity increase for year 20 forward is 3%

Notwithstanding any CWCS/CWEB/CWCV policy to the contrary, Employee's compensation shall not automatically increase based upon Employee's longevity with the School. Any increase in Employee's compensation shall be made in the sole discretion of CWCS/CWEB/CWCV and based, upon other factors, upon Employee's work performance and compliance with the School's attendance policies.

Master Degree Stipend: \$1,000

Doctorate Degree Stipend: \$2,000

Effective: July 1, 2025

Board Approved:

CLASSIFIED TITLES

- School Secretary I/II
- Guidance Department Assistant/CTE Support
- HR Administrative Assistant
- Employee Relations Specialist
- Executive Administrative Assistant
- Executive Administrative/Board Assistant
- Administrative Assistant
- A** ● Operations Administrative Assistant
- B** ● CWEB/CW/CV Lead Site Assistant
- Business Services Coordinator
- Central Services Coordinator
- Special Education Department Coordinator
- Resource Center Coordinator I & II
- Student Records Coordinator/School Registrar
- Facilities and Safety Specialist
- Intake Specialist/Student Records Assistant
- C** Coordinator
- Business Services II-III/Vendor Relations
- Business Services III
- D** ● Business Services III/Student Inventory
- E** ● Business Services II
- F** ● Business Services I
- School Project Secretary
- Vendor Relations & Education Services
- Webmaster
- Business Services IV
- Business Services IV/Vendor Relations
- G** ● Business Services IV/Safety Specialist
- H** ● Bilingual Aide/Site Assistant
- I** ● Parent Support/Site Assistant
- Site Assistant
- Site Assistant & Paraeducator
- Lead Site Assistant
- IT/Site Assistant
- Warehouse & Maintenance Utility
- Library/Site Assistant
- J** ● Library Assistant I/II
- Classroom Aide/Site Assistant
- K** ● School Registrar
- Student Records/Office Assistant
- Student Records Assistant I/II/III
- L** ● Intake/Student Records Assistant
- M** ● Intake Specialist/Student Records Assistant
- N** ● Special Education Provider Coordinator
- Special Education Assistant
- Special Education Secretary
- Special Education Secretary & Paraeducator
- Special Education Department Scheduler
- PLT/504 Assistant & Paraeducator
- O** ● PLT/504 Assistant
- IT Computer Technician
- IT Specialist
- IT Specialist Assistant
- IT Hardware/Application Technician
- IT Inventory Control Technician
- P** ● IT Help Desk Technician
- Entry Level Assistant
- Social Media Assistant
- Q** ● Data Systems Specialist
- As-Needed Positions:
 - Site Assistant
 - CWEB Site Assistant
 - Social Media Assistant
 - Data System Specialist
 - Bilingual Aide
 - Intake/Student Records Assistant
 - Parent Support Liaison
 - Web Content Editor
 - School Services Assistant
 - Activities Assistant
 - IT Technician (CWEB)
- R** ○ Virtual Career Center Web Designer Assistant

Coversheet

Approval of New Position: Curriculum Specialist

Section: V. Items Scheduled for Consideration and/or Action
Item: G. Approval of New Position: Curriculum Specialist
Purpose: Vote
Submitted by: HR
Related Material: 2025-2026 Certificated Payscale (DRAFT).pdf

BACKGROUND:

Restructuring a current department.

Connecting Waters Charter Schools Certificated 2025/26 Pay Rate Information

Exempt Certificated Schedule:

Step	180	185	190	205	210
0	\$68,340.00	\$73,656.85	\$75,556.70	\$90,133.63	\$100,227.44
1	\$70,390.00	\$75,866.24	\$77,823.08	\$92,837.24	\$103,233.83
2	\$72,500.00	\$78,139.66	\$80,155.14	\$95,619.23	\$106,327.36
3	\$74,680.00	\$80,487.80	\$82,563.85	\$98,492.63	\$109,522.56
4	\$76,920.00	\$82,899.98	\$85,038.24	\$101,444.41	\$112,804.89
5	\$79,230.00	\$85,386.87	\$87,589.28	\$104,487.61	\$116,188.89
6	\$81,610.00	\$87,948.48	\$90,216.96	\$107,622.24	\$119,674.56
7	\$83,240.00	\$89,709.58	\$92,023.49	\$109,777.30	\$122,070.96
8	\$84,900.00	\$91,502.71	\$93,862.86	\$111,971.54	\$124,510.92
9	\$86,600.00	\$93,327.85	\$95,735.08	\$114,204.96	\$126,994.46
10	\$88,330.00	\$95,195.69	\$97,651.10	\$116,490.63	\$129,536.09
11	\$90,540.00	\$97,575.85	\$100,092.65	\$119,403.22	\$132,774.86
12	\$92,350.00	\$99,529.07	\$102,096.26	\$121,793.37	\$135,432.68
13	\$94,200.00	\$101,524.99	\$104,143.66	\$124,235.77	\$138,148.59
14	\$96,080.00	\$103,552.93	\$106,223.90	\$126,717.35	\$140,908.08

Revised: January 15, 2026

Board Approved:

Connecting Waters Charter Schools Certificated 2025/26 Pay Rate Information

15	\$98,480.00	\$106,146.56	\$108,884.43	\$129,891.16	\$144,437.32
16	\$100,450.00	\$108,270.56	\$111,063.21	\$132,490.29	\$147,327.52
17	\$102,460.00	\$110,437.25	\$113,285.79	\$135,141.66	\$150,275.81
18	\$104,510.00	\$112,646.63	\$115,552.16	\$137,845.28	\$153,282.20
19	\$106,600.00	\$114,898.71	\$117,862.33	\$140,601.14	\$156,346.68
20	\$109,270.00	\$117,769.85	\$120,807.52	\$144,114.54	\$160,253.53

Hourly/Nonexempt Certificated Schedule Range:

0	1	2	3	4
\$25.00-\$40.00	\$40.01-\$55.00	\$55.01-\$70.00	\$70.01-\$85.00	\$85.01-\$100

Positions Paid On This Salary Schedule:

Days	Title
180	Art Instructor Math Instructor English Instructor Science Instructor Social Studies Instructor Ethnic Studies Instructor CTE Culinary Arts Instructor Program Support Assistant
185	504/PLT Coordinator Lead Instructor Early Math Intervention Specialist Literacy and Language Specialist Prop 28 Lead Instructor Inclusion Support Assistant Grant Coordinator Instructional Programs Coordinator Curriculum Specialist

Revised: January 15, 2026

Board Approved:

Connecting Waters Charter Schools
Certificated
2025/26 Pay Rate Information

190	Guidance Counselor Guidance Counselor/School Registrar Guidance Counselor/Community College Liaison Virtual College and Career Center Counselor School Psychologist Special Education Resource Specialist Special Education Resource Specialist/Post-Secondary Transition Provider Speech and Language Pathologist Occupational Therapist CWEB/CV Site Administrator/Instructor
205	EL Coordinator Math Specialist Science Specialist Curriculum & Assessment Coordinator ES Advisor/Education Specialist CWEB/CV Site Administrator/ES Advisor English Department Head/Tiger Time Specialist
210	Academic Director Education Services Director Guidance Director Program Specialist Curriculum and Accountability Director Accountability Coordinator
Hourly/As-needed	Data Systems Specialist Special Education Support Special Education Resource Specialist School Nurse Teaching Assistant Substitute Instructor Reengagement Team Coordinator

Master's Degree Stipend: \$1,000

Doctorate Degree Stipend: \$2,000

Longevity payments for exempt employees will be paid as follows:

2% for years 11-14 with the School

2.5% between years 15 and 19 with the School

3% a year from year 20 with the School

These amounts are not compounded – the total longevity increase for year 20 forward is 3%

Revised: January 15, 2026

Board Approved:

Connecting Waters Charter Schools
Certificated
2025/26 Pay Rate Information

Revised: January 15, 2026
Board Approved:

Coversheet

Approval of New Position: Accountability Coordinator

Section: V. Items Scheduled for Consideration and/or Action
Item: H. Approval of New Position: Accountability Coordinator
Purpose: Vote
Submitted by:
Related Material: 2025-2026 Certificated Payscale (DRAFT).pdf

BACKGROUND:

Restructuring a current department.

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Exempt Certificated Schedule:

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0	\$68,340.00	\$73,656.85	\$75,556.70	\$90,133.63	\$100,227.44
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14	\$96,080.00	\$103,552.93	\$106,223.90	\$126,717.35	\$140,908.08

Revised: January 15, 2026
Board Approved:

Connecting Waters Charter Schools Certificated 2025/26 Pay Rate Information

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185	504/PLT Coordinator Lead Instructor Early Math Intervention Specialist Literacy and Language Specialist Prop 28 Lead Instructor Inclusion Support Assistant Grant Coordinator Instructional Programs Coordinator Curriculum Specialist

Revised: January 15, 2026

Board Approved:

Connecting Waters Charter Schools
Certificated
2025/26 Pay Rate Information

190	Guidance Counselor Guidance Counselor/School Registrar Guidance Counselor/Community College Liaison Virtual College and Career Center Counselor School Psychologist Special Education Resource Specialist Special Education Resource Specialist/Post-Secondary Transition Provider Speech and Language Pathologist Occupational Therapist CWEB/CV Site Administrator/Instructor
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3% a year from year 20 with the School

These amounts are not compounded – the total longevity increase for year 20 forward is 3%

Revised: January 15, 2026

Board Approved:

Connecting Waters Charter Schools
Certificated
2025/26 Pay Rate Information

Revised: January 15, 2026
Board Approved:

Coversheet

Approval of New Policy: Student Behavioral Health Referral Protocols

Section: V. Items Scheduled for Consideration and/or Action
Item: I. Approval of New Policy: Student Behavioral Health Referral Protocols
Purpose: Vote
Submitted by:
Related Material: Student Behavioral Health Referral Protocols Policy.pdf

BACKGROUND:

New Law SB 153 (2023-24) amended education Code section 49428.2 to require charter schools to develop policies on referral protocols for addressing student behavioral health concerns. This policy is required for charter schools that serve students in grades 7 to 12. Charters are required to adopt a policy on this topic at a regular meeting no later than January 31, 2026.



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STUDENT BEHAVIORAL HEALTH REFERRAL PROTOCOLS

Education Code section 49428.2 requires charter schools to develop policies on referral protocols for addressing student behavioral health concerns. This policy is required for charter schools that serve students in grades 7 to 12. Charters are required to adopt a policy on this topic at a regular meeting no later than January 31, 2026. The policy is required to be developed in consultation with school and community stakeholders and school-linked behavioral health professionals. At a minimum, the policy is required to address procedures related to referrals to behavioral health professionals and support services. The required policies must either be based on the model policy developed by the California Department of Education (CDE) or consistent with Education Code section 49428.1. This policy is an adaptation of the CDE's model policy.

Policy Adoption: *The policy needs to be adopted by the board at a regular meeting.*

Training: *Charter schools are required to train their employees on youth behavioral health at least one time as follows: On or before 7/1/2029, the charter school will need to certify to the CDE that 100 percent of its certificated employees and 40 percent of its classified employees who have direct contact with students in grades 7 to 12 have received the training. Education Code section 49428.15*

Connecting Waters Charter Schools (CWCS) is committed to promoting the academic success, safety, and overall well-being of all students. Recognizing that behavioral health is an essential component of student learning and development, CWCS will implement standardized protocols for student behavioral health referrals, which protocols have been developed in consultation with School and community stakeholders and School-linked behavioral health professionals.

Addressing the Needs of High-Risk Groups

CWCS recognizes the importance of ensuring equitable access to behavioral health supports for all students. This includes addressing the needs of high-risk student groups, including, but limited to the following:

- Students with disabilities, mental illness, or substance use disorders
- Foster youth and youth placed in out-of-home settings
- Homeless youth
- Students experiencing bereavement or loss of a close family member or friend
- Students for whom there is a concern due to behavioral health disorders, including common psychiatric conditions and substance use disorders such as opioid and alcohol abuse
- Lesbian, gay, bisexual, transgender, or questioning students

The staff who oversee the mental and behavioral health needs of students is responsible for coordinating implementation of these group-specific referral protocols, in collaboration with the Director of Special Education (IEP and 504), Foster Youth Liaison, Homeless Liaison, and School administrators. School leadership may also identify additional student groups, in its discretion, such as English learners or recently immigrated students, if local data or partner input



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show increased behavioral health risks.

Student Privacy

CWCS complies with the variety of federal and state student data privacy laws and regulations in connection with this policy on referral protocols for addressing student behavioral health concerns and in implementing this policy.

Referral Protocols and Procedures

The following referral protocols and procedures to behavioral health professionals and support services will be followed by CWCS.

Needs Assessment

The Executive Director, or designee, shall conduct an annual needs assessment to identify behavioral health trends, review available resources, and detect service gaps within the CWCS community.

CWCS will review referral volume, response times, and outcomes on a quarterly basis and submit the findings to the Board of Directors for continuous improvement.

Capacity Building

CWCS shall provide professional development on referral pathways and staff roles, clarify responsibilities among certificated and classified staff and maintain partnerships with school-lined behavioral health professionals and community providers.

Planning

The Executive Director, or designee, shall define referral pathways for crisis and non-crisis concerns, establish goals and assign responsible roles for each step in the referral process and enter into memoranda of understanding with external partners, where appropriate, to support referral handoffs and information-sharing.

Implementation

CWCS shall establish step-by-step procedures to initiate referrals, document concerns, notify parents/guardians consistent with law, triage level of need, link students to appropriate services and schedule follow-up checks.

Evaluation and Continuous Improvement

CWCS shall conduct an annual evaluation of referral protocols that includes data collection and analysis, input from staff, families and community stakeholders, and targeted improvements based on results. Evaluation monitors outcomes such as median time to first contact, percentage



of follow-ups completed within ten school days, referral closure rates and results for the student groups identified in Education Code section 49428.2(b)(3).

A summary of results is reported to the Board of Directors annually to support transparency and continuous improvement.

Training

CWCS shall ensure that teachers of students in grades 7–12 receive training on student behavioral health. Training materials approved by CWCS shall include:

- How to identify appropriate contacts for behavioral health evaluation, services, or both evaluation and services, at both the schoolsite and within the larger community; and
- When and how to refer students and their families to those services.

Optional elements may also include:

- Recognizing the signs and symptoms of youth behavioral health disorders.

This training must be given to 100 percent of certificated employees and 40 percent of classified employees who have direct contact with students in grades 7 to 12 at least once by July 1, 2029.

Authorization and Scope of Practice

In order to ensure that all school employees act only within the authorization or scope of their credential or license, CWCS shall:

- Provide training and guidance to staff clarifying their roles in the referral process and the limits of their credential or license.
- Direct employees to refer students to appropriately credentialed or licensed professionals when behavioral health concerns are identified.
- Maintain referral protocols that specify which staff positions are authorized to act at each stage of the referral process.
- Review job descriptions and assignments to confirm they align with credentialing and licensing requirements.
- Inform staff clearly that only licensed or credentialed professionals are permitted to diagnose or treat behavioral health conditions.

Consistent with Education Code sections 49428.1(b)(8) and 49428.2(b)(5), nothing in this policy shall be construed as authorizing or encouraging CWCS employees to diagnose or treat youth behavioral health disorders unless they are specifically licensed and employed to do so.

Coversheet

Approval of the Amended Board of Directors Meeting Dates 2025-26

Section: V. Items Scheduled for Consideration and/or Action
Item: J. Approval of the Amended Board of Directors Meeting Dates 2025-26
Purpose: Vote
Submitted by:
Related Material: Redlined BOD Meetings for 2025-2026.pdf

BOD Meetings for 2025-2026 (Thursday)
July 24, 2025-Meeting
No Meeting Only if Necessary
August 28, 2025-BOD Meeting
At this meeting we need to approve: Unaudited actuals due 9/4
September 25, 2025-BOD Meeting
October 16, 2025-BOD Meeting
Non-school days on the 23 rd and 24 th
November 20, 2025-BOD Meeting
3 rd Thursday due to Thanksgiving. At this meeting we need to approve 1 st Interim Budget due 12/6 DMS confirmed we could have this by 11/17. Should also be approved at this time.
December 11, 2025-BOD Meeting
2 nd Annual Audit is due Dec. 15th
January 22, 2026-BOD Meeting
SARC will need to be approved at this meeting
February 17, 2026- BOD Meeting
At this meeting we need to approve the 2 nd Interim Budget due 3/8 and the Comprehensive Safety Plan. This is a Tuesday due to All staff and CCSA conference
March 19, 2026-BOD Meeting
3 rd Thursday due to Spring Break
CEO Evaluation
April 16, 2026-BOD Meeting
3 rd Thursday due to CAASPP Testing. At this meeting approve the Workplace Violence Prevention Plan and Prop 28 Plan
May 28, 2026-BOD Meeting
At this meeting we need to review the LCAP and Budget for 2026-2027
June 11, 2026-BOD Meeting
2 nd Thursday due to deadlines. We need to approve LCAP and Budget due 6/28



Add:
February 5, 2026 - BOD Meeting

Coversheet

Second Read: Board of Director Meeting Dates for 2026-2027

Section: VI. Items scheduled for Information & Discussion
Item: A. Second Read: Board of Director Meeting Dates for 2026-2027
Purpose: Discuss
Submitted by: Administration

BACKGROUND:

Proposed Meeting Dates for 2026-2027 School Year. Two options are presented to the Board.

Coversheet

First Read: Comprehensive School Safety Plan for Connecting Waters Charter Schools (Waterford, East Bay and Central Valley)

Section: VI. Items scheduled for Information & Discussion
Item: B. First Read: Comprehensive School Safety Plan for Connecting Waters Charter Schools (Waterford, East Bay and Central Valley)
Purpose: Discuss
Submitted by:
Related Material: CWEB - PF 26_27 Comprehensive Safety Plan 1.21.26.pdf
CV -PF 26_27 Comprehensive Safety Plan 1.21.26.pdf
CW-PF 26_27 Comprehensive Safety Plan 1.21.26.pdf

BACKGROUND:

2026-2027 Comprehensive School Safety Plan that is required for each school by the state of California to be approved by March 1st of each year.



2026-2027

CWEB

Plan Developed By:	CWCS Safety Team
Administrators:	Jerri Levers, Tammy Hushaw
Teacher:	Sharon McGuire, Sarah Tarter
Classified Employees:	Nathan Meginness, Aaron Stout, Maria Sandoval, Deanna Rackley, Jennifer Chimerofsky, April Colon, Justina Polyzos, Mariah Garcia, Miriah Vallejo, Mirian Villifan, Jessica Perez, Toni Wirkkala, Warren Ng, Ed Bassard, Kim Kosky,

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PART 1: California Charter School Comprehensive School Safety Plan Program Overview

What is the California Charter School Safety Plan Compliance Requirement?

Source: [Comprehensive School Safety Plans: CDE Website](#)

On September 27, 2018, Governor Brown signed into law Assembly Bill 1747 School Safety Plans. The law requires the California Department of Education (CDE) to develop and post on its website best practices for reviewing and approving school safety plans. In 2020–21 the CDE implemented a statewide survey of local educational agencies (LEAs), school safety administrators, and stakeholders to gather information on current practices, challenges, and resources to assist in developing this content.

The California Constitution guarantees California children the right to attend public schools that are safe, secure, and peaceful. The CDE, public school districts, county offices of education (COEs), and schools and their personnel are responsible for creating learning environments that are safe and secure. First responders, community partners, and families play an essential role, as well. Schools must be prepared to respond to emergencies including natural and man-made hazards, and strive to prevent violence and behavior issues that undermine safety and security. CSSPs include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on the school campus and aspects of social, emotional, and physical safety for both youth and adults.

The law requires that each school update and adopt its CSSP by March 1 annually. Effective school safety planning must be a dynamic, ongoing process with plans being reviewed and evaluated regularly, and after critical incidents.

Existing law specifies that school districts and county offices of education are responsible for the overall development of school safety plans. Each school is required to develop a school safety plan that includes procedures, and policies to ensure student and staff safety at a school site. The components of the plan range from procedures for safe ingress and egress of pupils, parents and school employees; to disaster and emergency procedures such as those during and after earthquakes; to behavioral policies such as discrimination and harassment policies.

Specifically, the Comprehensive School Safety Plan must comply with the following:

- The school site council (SSC) or designated safety planning committee has specific responsibilities for their school. *EC* Section 32280(b).
- All staff must be trained on the CSSP *EC* Section 32280.

- Updated school safety plans should be reviewed and practiced regularly by all certificated and classified staff and students, as appropriate.
- The SSC must write and develop the CSSP or may delegate this responsibility to a safety committee made up of principal/designee, teacher, parent of child who attends the school, classified employee, and others. *EC Section 32281(b)(2)*.
 - The CDE recommends that committees include students, mental health specialists, nurses, athletic coaches, multilingual community liaisons, food staff and custodians, transportation specialists, local businesses and nonprofits, and/or other stakeholders.
- The SSC/safety planning committee must consult with a law enforcement agency, a fire department, and other first responders each year when updating the CSSP and notify each entity of any updates that occur during the year. *EC Section 32281(b)(3)*.
- The CSSP must include the following components: *EC Section 32282(a)*.
 - Assessment of the current status of school crime or crimes at school-related functions.
 - Child abuse and neglect reporting procedures.
 - Disaster procedures, routine and emergency plans, and crisis response plan with adaptations for pupils with disabilities.
 - Use the Standardized Emergency Management System ([SEMS](#)) as detailed in the California Emergency Services Act 2015.
 - Earthquake emergency procedures.
 - Drop procedure practice must be held once each quarter in elementary; once each semester in secondary schools.
 - All staff are aware and trained.
 - Fire drills *EC sections 32001–32004*.
 - Each school site with two or more classrooms and 50 or more students is required to have a fire alarm system. The *EC 32002* requires monthly fire drills for elementary and intermediate-level students, and twice-yearly fire drills or secondary students.
 - School building disaster plans for the following situations may include but are not limited to:
 - Bomb threat
 - Bioterrorism/hazardous materials
 - Earthquake
 - Flood
 - Power failure/blackout
 - Intruders/solicitors

- Weapons/assault/hostage
- Explosion
- Gas/fumes
- Procedures to allow a public agency, including American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during an emergency.
- Suspension/expulsion policies and procedures.
- Procedures to notify teachers of dangerous students.
- Discrimination and harassment policy that includes hate crime reporting procedures and policies.
- Schoolwide dress code if it exists, that includes prohibition of gang-related apparel.
- Procedures for safe ingress and egress of students, parents/guardians, and school employees to and from school site.
- Maintenance of a safe and orderly environment conducive to learning at the school.
- Rules and procedures on school discipline.
- Procedures for conducting tactical responses to criminal incidents, including individuals with guns on school campuses and at school-related functions.
 - Procedures to prepare for active shooters or other armed assailants based on specific needs.
- Consult, cooperate, and coordinate with other school site councils or safety planning committees, where practical.
- Schools must annually make available the CDE's online training resources to address and prevent bullying and cyberbullying to certificated staff and all other school site employees who have regular interaction with pupils. *EC Section 32283.5(c)*.
 - The CDE recommends including the school and district bullying/cyberbullying prevention policies and procedures in the CSSP.
- Present the safety plan goals with designated invitees at a public meeting at the school site to allow for public opinions before adopting the plan. *EC Section 32288(b)(1)*.
 - This may occur as part of a regular parent meeting.
- Each school must review, update, and adopt its plan by March 1 every year. *EC Section 32286*.
 - Ensure the plan is properly implemented.
- Each school must forward the adopted plan to the school district or COE for approval. *EC Section 32288*.
 - The CDE recommends the plan be approved by the district or COE at the next board meeting after adoption or as soon as practical before October 15.

- Each school district or COE must annually notify the CDE by October 15 of any schools that have not complied with requirements. *EC* Section 32288.
 - Notify the State Superintendent of Public Instruction (SSPI) in writing and submit by email to SHSO@cde.ca.gov or by regular mail to:
California Department of Education
School Health and Safety Office
1430 N Street, Suite 4309
Sacramento, CA 95814

Note: Do not FAX this notification.

- If the SSPI determines there has been a willful failure to make a required report, the SSPI shall notify the school district or COE in which the willful failure has occurred and make an assessment of not more than \$2,000 against that school district or COE. *EC* Section 32287.
- An updated file of all safety-related plans and materials (with sensitive tactical response information redacted) shall be readily available for inspection by the public, if requested. *EC* Section 3228(2)(d).
 - Safety plans may be posted online or be made available for viewing at the school site administration or reception office.

PART 2: What charter schools are required to include in their school safety plan
Charter Schools must have a school safety plan for each of their campuses, which includes all of the elements in Education Code Section 32282(a)((2)(A)-(K) Effective 1/1/2024.

This includes:

- A process for notifying teachers of dangerous pupils.
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions. The procedures to prepare for active shooters or other armed assailants shall be based on the specific needs and context of each school and community.
- Procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at any activity sponsored by the school, or on a school bus serving the school.
- School safety planning committee must hold a public meeting at the school in order to allow members of the public the opportunity to express an opinion about the school safety plan and provide notice to related organizations.
- Must adopt a plan by March 1.
- Consult with local law enforcement.

AB1747 specifically states the following:

The Charter Schools Act of 1992 provides for the establishment and operation of charter schools, including countywide charter schools, and requires a petition for the establishment of a charter school to contain comprehensive descriptions of various matters and procedures, including procedures that the charter school will follow to ensure the health and safety of pupils and staff.

This bill would require these procedures to also require the development of a school safety plan, as provided, and that the school safety plan be reviewed and updated by March 1 of every year by the charter school. To the extent the bill would impose additional duties on county boards of education, the bill would impose a state-mandated local program.

Specifically, the following sections of charter school law were amended as follows:

SEC. 5. (Establishment of a charter school within a school district) Section 47605 of the Education Code is amended to read:

(6) Commencing January 1, 2003, a petition to establish a charter school shall not be approved to serve pupils in a grade level that is not served by the school district of the governing board considering the petition, unless the petition proposes to serve pupils in all of the grade levels served by that school district.

(F) The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (H), inclusive, of paragraph (2) of subdivision (a) of Section 32282 and procedures for conducting tactical responses to criminal incidents.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.

SEC. 6. (Establishment of a charter school with a County Board of Education)

Section 47605.6 of the Education Code is amended to read:

(G) The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (H), inclusive, of paragraph (2) of subdivision (a) of Section 32282 and procedures for conducting tactical responses to criminal incidents.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.

(I) The manner in which annual, independent financial audits shall be conducted, in accordance with regulations established by the state board, and the manner in which audit exceptions and deficiencies shall be resolved.

(O) The rights of an employee of the county office of education, upon leaving the employment of the county office of education, to be employed by the charter school, and any rights of return to the county office of education that an employee may have upon leaving the employment of the charter school.

(iv) In accordance with Section 49011, preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

(k) If a county board of education denies a petition, the petitioner shall not elect to submit the petition for the establishment of the charter school to the state board.

SEC. 7.

If the Commission on State Mandates determines that this act contains costs mandated by the state, reimbursement to local agencies and school districts for those costs shall be made pursuant to Part 7 (commencing with Section 17500) of Division 4 of Title 2 of the Government Code.

Summary

In accordance with the amended language cited above, a Charter School Comprehensive School Safety Plan must therefore comply specifically with education code sections 44237, and subparagraphs (A) to (H), inclusive, of paragraph (2) of subdivision (a) of Section 32282.

In addition, the plan must include procedures for conducting tactical responses to criminal incidents.

Vision

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

Our administration and staff desire to provide an orderly, caring, and nondiscriminatory learning environment in which students feel comfortable and take pride in their school and their achievements.

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

Students shall have opportunities to voice their concerns about school policies and practices and to share responsibility for solving problems that affect their school. Staff shall encourage and reward success and achievement, participation in community projects, and positive student conduct.

Our school district promotes nonviolent resolution techniques in order to encourage attitudes and behaviors that foster harmonious relations. Staff shall receive training which implements and supports conflict resolution (California Education Code Sections 32230-32239, 35160, 35160.1, 44806).

Connecting Waters Charter Schools remains in compliance with existing laws related to school safety. This manual outlines several elements critical to maintaining a safe school environment.

Assessment of Current Status and Action Plans

Physical Environment

Based on Connecting Waters Charter Schools Annual Student Competency and Well-Being Measures survey, 95% of students feel safe when coming on campus, and an equal number of students feel safe and comfortable confiding in CWCS staff when an issue arises at school or in their personal life.

Goal 1: Connecting Waters Charter Schools is committed to having clean and orderly Resource Centers with buildings and facilities that are well maintained, creating an environment where our

students are protected from harm, feel safe and welcome. Connecting Waters Charter Schools is further committed to educating both staff and students on best practice safety standards and practices, to best equip them in their personal and professional lives.

Areas of strength and desired improvements

A. Strengths

1. Staff has undergone training in the use of medicinal intervention devices such as epinephrine auto injectors (Epi-Pens) and Naloxone (Narcan).
2. Staff has undergone training to identify and assist students undergoing various forms of seizures
3. Additional AEDs have been added to each campus to ensure faster response times in the case of sudden cardiac arrest.

B. Areas of desired improvement

1. CWCS is working to offer at-home training and drills, which parents and student can conduct together, to best equip themselves for natural disasters or other un-foreseen circumstances.
2. CWCS is in the process of implementing the Tulare Office of Education's ACTvNET system, to better assist Law Enforcement Agencies in response and efficiency if they were to be called onto campus.
3. CWCS is working to improve our current lockdown buckets, to better facilitate a safe and cohesive environment if staff and students were required to lockdown on campus.

Social-Emotional Climate

Based on Connecting Waters Charter Schools Annual Student Competency and Well-Being Measures survey, 98% of students reported that they enjoy their school and feel that CWCS is a safe place to learn. Nearly 100% of students polled feel that their ES cares about them and they enjoy their learning environment.

Goal 2: Connecting Waters Charter Schools is committed to providing an environment that promotes the social-emotional wellbeing of its students within the parent partnership of school choice, and increasing the percentage of students who are on track to graduate college and career ready.

Areas of strength and desired improvements.

A. Strengths

1. CWCS offers weekly walk-in guidance counselor sessions students, families and staff can utilize to assist in social-emotional wellbeing.
2. CWCS holds staff training on Restorative Practices, to better equip staff to handle conflicts and sensitive situations.

B. Areas of desired improvement

1. CWCS will use opportunities to promote self-confidence and self-esteem in our Tiger Time opportunities and ES conversations with students and families.
2. CWCS's Executive Director and Deputy Director will use opportunities on campus to conduct student feedback surveys to better understand current student feedback

PART 3: Charter School Employee Criminal Record Summary Policy (EC 47605.6.F.i; EC 44237)

As required by law, all individuals working or volunteering at Connecting Waters Charter Schools will be required to submit to a criminal background investigation. No condition or activity will be permitted that may compromise the School's commitment to the safety and the well-being of students taking precedence over all other considerations. Conditions that preclude working at CWCS include conviction of a controlled substance or sex offense, or a serious or violent felony. Additionally, should an employee, during his/her employment with the CWCS, be convicted of a controlled substance or sex offense, or serious or violent felony, the employee must immediately report such a conviction to the Executive Director.

PART 4: Safety Procedures—Child Abuse Reporting [EC 47605(6)(F)(ii); EC 32282.(2)(A)]

According to the Education Code (EC § 32282):

(2) Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:

(A) Child abuse reporting procedures consistent with Article 2.5 (commencing with Section 11164) of Chapter 2 of Title 1 of Part 4 of the Penal Code.

(CDE School Safety Plan Compliance Checklist guidance: Include Board policy and site-specific steps.)

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

CWCS will provide annual training on the mandated reporting requirements, using the online training module provided by the State Department of Social Services, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars (\$1,000), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment. By acknowledging receipt of the Employee Handbook, employees acknowledge they are child care custodians and are certifying that they have knowledge of California Penal Code section 11166 and will comply with its provisions.

Professional Boundaries: Staff/Student Interaction Policy

CWCS recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible. Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of school personnel:

A. Examples of PERMITTED actions (NOT corporal punishment)

1. Stopping a student from fighting with another student;
2. Preventing a pupil from committing an act of vandalism;
3. Defending yourself from physical injury or assault by a student;
4. Forcing a pupil to give up a weapon or dangerous object;
5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

B. Examples of PROHIBITED actions (corporal punishment)

1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
3. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff. Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term “boundaries” is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust. Some activities may seem innocent from a staff member’s perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to a school administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to thoroughly investigate and report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or when a student appears to be at risk for sexual abuse.

Examples of Specific Behaviors

The following examples are not an exhaustive list:

Unacceptable Staff/Student Behaviors (Violations of this Policy)

- (a) Giving gifts to an individual student that are of a personal and intimate nature.
- (b) Kissing of any kind.
- (c) Any type of unnecessary physical contact with a student in a private situation.
- (d) Intentionally being alone with a student away from the school without prior approval.
- (e) Making or participating in sexually inappropriate comments.
- (f) Sexual jokes.
- (g) Seeking emotional involvement with a student for your benefit.
- (h) Listening to or telling stories that are sexually oriented.
- (i) Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.

- (j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

- (a) Remarks about the physical attributes or development of anyone.
- (b) Excessive attention toward a particular student.
- (c) Sending emails, text messages or letters to students if the content is not about school activities

Acceptable and Recommended Staff/Student Behaviors

- (a) Getting parents' written consent for any extra-curricular activity.
- (b) Obtaining formal approval to take students off school property for activities such as field trips or competitions.
- (c) E-mails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
- (d) Keeping the door open when alone with a student.
- (e) Keeping reasonable space between you and your students.
- (f) Stopping and correcting students if they cross your own personal boundaries.
- (g) Keeping parents informed when a significant issue develops about a student.
- (h) Keeping after-class discussions with a student professional and brief.
- (i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
- (j) Involving your supervisor if conflict arises with the student.
- (k) Informing the Executive Director about situations that have the potential to become more severe.
- (l) Making detailed notes about an incident that could evolve into a more serious situation later.
- (m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
- (n) Asking another staff member to be present if you will be alone with any type of special needs student.
- (o) Asking another staff member to be present when you must be alone with a student after regular school hours.
- (p) Giving students praise and recognition without touching them.
- (q) Pats on the back, high fives and handshakes are acceptable.

- (r) Keeping your professional conduct a high priority.
- (s) Asking yourself if your actions are worth your job and career.

When School Employees are Accused of Child Abuse

Regardless of who child abusers may be, the major responsibilities of mandated reporters are to (1) identify incidents of suspected child abuse, and (2) comply with laws requiring reporting of suspected abuse to the proper authorities. Determining whether or not the suspected abuse actually occurred is not the responsibility of the school employee. Such determination and follow-up investigation will be made by a child protective agency.

Parent/guardians or members of the public accusing school employees of child abuse should be made aware of the ramifications of making false reports and should be provided with information regarding child abuse and child abuse reporting.

Pending the outcome of an investigation by a child protective agency and prior to the filing of formal charges, the employee may be subject to reassignment or a paid leave of absence.

Disciplinary action resulting from the filing of formal charges or upon conviction shall be in accordance with district policies, regulations and/or collective bargaining agreements. The Superintendent or designee should consult with legal counsel in implementing either suspension or dismissal.

PART 5: Safety Procedures Mental Health

CWCS is dedicated to fostering a supportive and caring environment that prioritizes the mental health and well-being of all students, staff, and faculty. This policy aims to create awareness, reduce stigma, and promote mental health education and support throughout the K-12 school community.

Guiding Principles:

Promoting Mental Health: CWCS recognizes the importance of mental health as an integral component of overall well-being. The school is committed to promoting positive mental health practices that contribute to a thriving community.

Education and Awareness: CWCS will provide age-appropriate mental health education programs to increase awareness and understanding of mental health issues among students, staff, and parents. These programs will cover topics such as stress management, emotional resilience, and seeking help when needed.

Reducing Stigma: CWCS is dedicated to creating an environment where seeking mental health support is normalized and free from judgment. Stigmatizing language or behaviors related to mental health will not be tolerated.

Access to Resources: The school will provide information on mental health resources, both within the school community and externally. This includes counseling services, helplines, and community mental health organizations.

Training for Staff: All school staff members will receive training on recognizing signs of mental health issues, providing initial support, and referring individuals to appropriate resources. This training will be updated regularly to ensure staff members are equipped with the latest knowledge and skills.

Crisis Intervention: CWCS will establish clear protocols for responding to mental health crises within the school community. This includes immediate support, communication with parents, and collaboration with mental health professionals.

Student Support Teams: The school will form student support teams comprising teachers, counselors, and other relevant staff to identify and address the unique mental health needs of individual students. These teams will work collaboratively with parents to develop and implement appropriate support plans.

Parental Involvement: CWCS encourages open communication between parents and the school regarding mental health concerns. The school will work collaboratively with parents when student mental health concerns surface.

Confidentiality:

All information related to mental health concerns will be treated with the utmost confidentiality. Disclosures will be shared only with individuals on a need-to-know basis, ensuring the privacy and dignity of those involved. **Although Confidentiality cannot, and will never be, promised to a student.**

Review and Revision:

This policy will be reviewed regularly to assess its effectiveness and relevance. Any necessary revisions will be made to align with best practices and evolving needs within the school community.

By adopting and implementing this Mental Health Awareness Policy, CWCS aims to create a positive and inclusive learning environment, by promoting a culture of understanding, empathy, and proactive support for mental health.

PART 6: Safety Procedures: Opioid Overdose Response Protocol

1. Prevention and Education:

- a. Implement educational programs for students, staff, and parents on the risks associated with opioid use and overdose.
- b. Promote awareness of opioid overdose symptoms and the importance of seeking help promptly.

2. Recognition of Opioid Overdose:

a. Common signs of an opioid overdose may include:

- Slow or irregular breathing
- Unresponsiveness
- Pinpoint pupils - Bluish or pale skin

- b. Train staff, including teachers, administrative staff, and school nurses, to recognize these signs.

3. Emergency Response:

- a. If an opioid overdose is suspected, immediately call emergency services (dial [local emergency number]) for assistance.

b. While waiting for emergency services:

- Ensure the safety of the affected individual and those nearby.
- Do not leave the person alone.
- Check for breathing and administer CPR if necessary.
- If trained, administer naloxone (Narcan) following the provided instructions.

4. Administration of Naloxone (Narcan):

- a. Designate trained staff members, such as school nurses or designated first aid personnel, to administer naloxone.
- b. Ensure that naloxone kits are accessible in key locations throughout the school, and that staff members are aware of their locations.
- c. Train relevant personnel on the proper administration of naloxone, including recognizing symptoms and using the nasal spray or auto-injector as appropriate.

5. Communication and Coordination:

- a. Establish clear communication channels among staff to ensure a rapid and coordinated response to emergencies.
- b. Communicate with emergency services, providing information on the situation and any administered naloxone.

6. Confidentiality and Support:

- a. Respect the privacy and confidentiality of the affected individual.
- b. Ensure that appropriate support is provided to the student after the incident, including counseling and referral to appropriate healthcare services.

7. Training and Drills:

- a. Conduct regular training sessions for staff on opioid overdose recognition, response procedures, and the administration of naloxone.
- b. Practice drills to ensure that staff members are familiar with the protocol and can respond effectively in a real-life situation.

8. Review and Revise:

- a. Periodically review and update the protocol based on feedback, changes in local regulations, or emerging best practices.

By implementing this Opioid Overdose Response Protocol, CWCS aims to create a safe and prepared environment, ensuring a swift and effective response to potential opioid overdoses within the school community.

PART 7: Procedures for Notification of Immigration Enforcement Confirmed at School Site

The school is committed to maintaining a safe and inclusive campus for all students, ensuring educational equity regardless of immigration status. We adhere to strict federal and state laws, including FERPA and the California SAFE Act (SB 98), which protect student and family privacy. School officials will not collect information regarding a student's or family member's citizenship or immigration status unless required by law, and such status is never a factor for enrollment. Hate crimes, harassment, and bullying based on protected characteristics, including perceived immigration status, are expressly prohibited and will be promptly investigated.

In the event of confirmed immigration enforcement on or near the school site, the priority is to maintain calm, security, and student safety. Upon verification, the site administrator immediately contacts the Executive Director and legal counsel. Formal notification will be issued to parents, guardians, teachers, and all on-site personnel no later than 30 minutes after confirmation, unless doing so poses a safety risk. All communications emphasize the school's commitment to safety, clarify the event, and remind recipients of their rights and privacy protections, without disclosing any personally identifiable information (PII) about affected individuals. Access to school grounds for immigration enforcement requires proper

identification and documentation, and the school will only comply with a valid federal judicial warrant or court order.

PART 8: Instructional Continuity Plan

In response to Senate Bill 153—legislation enacted to ensure continued student learning during emergencies—the Governing Board of Directors of Connecting Waters Charter Schools has developed this Instructional Continuity Plan (ICP). The ICP is designed to guarantee that all students have access to instruction during natural disasters or other emergency events, in compliance with SB 153, Chapter 38, Statutes of 2024, which amended California Education Code Section 32282.

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

As an independent study charter school, we are uniquely positioned to meet educational requirements remotely, allowing instruction to continue without disruption in the event of an emergency. In the event of an on-campus incident involving staff or students, our school will take immediate steps to support the well-being of those affected. CWCS will engage with pupils and their families as soon as practicable, but no later than **five calendar days** following an emergency, Via:

- **Email Listservs**
- **SMS communication**

Counseling services will be made available through our contracted provider, and students may be temporarily reassigned to alternate Education Specialists as needed during the recovery period. Instruction will resume as soon as possible after the incident, but no later than **10 instructional days**. During this time, all instruction will be delivered remotely. In-person events will be postponed until a thorough evaluation has been completed, based on the nature of the incident.

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

- **Evacuation orders lifted**
- **Power and utilities functioning**
- **Healthy air quality**

- **Access to safe and clean water**
- **Campus free from debris and hazards**
- **Internet fiber lines connected and functioning**
- **Sufficient staff available**

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

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

CWCS will provide support to pupils and families to enroll in or be temporarily reassigned to another site if there is a need for classroom materials or meeting IEP requirements.

CWCS will evaluate student needs on a case-by-case basis when circumstances exceed the scope of this ICP, including situations involving IEPs, 504 Plans, homelessness, foster care, or English Learner status. Supports and services will be adjusted as needed to ensure continuity of instruction and access to resources.

In the event of unforeseen disruptions—such as power outages or infrastructure damage at the school site and student’s home—flexible communication strategies will be deployed to maintain two-way engagement via portable hotspot and laptop devices. Instructional access and student well-being will remain a priority, with particular attention to academic, mental health, and social-emotional needs.

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

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

- **Annually**, as part of the district’s continuous improvement cycle
- **Following any emergency event or school closure**, to incorporate lessons learned
- **When there are significant changes** to instructional delivery methods, state requirements, or technology infrastructure

- **Based on stakeholder input**, including feedback from students, families, teachers, and community partners

PART 9: Safety Procedures—Routine and Emergency Disaster

Procedures [EC 47605(6)(F)(ii); EC 32282.(2)(B)]

According to the Education Code (EC § 32282):

(2) Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:

(B) Disaster procedures, routine and emergency, including adaptations for pupils with disabilities in accordance with the federal Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12101 et seq.). The disaster procedures shall also include, but not be limited to, both of the following:

(i) Establishing an earthquake emergency procedure system in every public school building having an occupant capacity of 50 or more pupils or more than one classroom. A school district or county office of education may work with the Office of Emergency Services and the Alfred E. Alquist Seismic Safety Commission to develop and establish the earthquake emergency procedure system. The system shall include, but not be limited to, all of the following:

(I) A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of pupils and staff.

(II) A drop procedure whereby each pupil and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.

(III) Protective measures to be taken before, during, and following an earthquake.

(IV) A program to ensure that pupils and both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system.

(ii) Establishing a procedure to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The school district or county office of education shall cooperate with the public agency in furnishing and maintaining the services as the school district or county office of education may deem necessary to meet the needs of the community.

(CDE School Safety Plan Compliance Checklist guidance: Use the Standardized Emergency Management System (SEMS) as detailed in the California Emergency Services Act 8607 and the supporting California Code of Regulations.)

PUBLIC EMPLOYEES ARE DISASTER SERVICE WORKERS

California Government Code Section 3100

All school employees are considered disaster service workers when:

- A local emergency has been proclaimed
- A state emergency has been proclaimed **or**,
- A federal disaster declaration has been made

NOTE: During a declared disaster, school employees are required, by law, to serve as disaster service workers and cannot leave their school site until formally released.

- Certificated employees risk losing their teaching credentials
- Classified employees may be charged with a misdemeanor

POST-DISASTER SHELTERS

Schools are required by both federal statute and state regulation to be available for shelters following a disaster.

- The American Red Cross has access to schools to set up shelters
- Local governments have access to schools to set up shelters
- Plan and make arrangements in advance to assure that you are prepared.

THE PETRIS BILL

California Government Code Section 8607

Requires schools to respond to disasters using the Standardized Emergency Management System (SEMS) by December 1996.

- ICS - (Incident Command System) organizing response efforts into five basic functions: Management, Operations, Logistics, Planning/Intelligence and Finance/Administration
- EOC - (Emergency Operations Center) setting up a central area of control using the five basic functions
- Coordinate all efforts with the operational area (county) EOC, city EOC and county office of education EOC
- Incorporation of SEMS into all school plans, training and drills
- Documentation of the use of SEMS during an actual emergency

HOMELAND SECURITY PRESIDENTIAL DIRECTIVE HSPD-5

February 28, 2003

On February 28, 2003, President George W. Bush issued Homeland Security Presidential Directive 5 (HSPD-5). HSPD-5 directed the Secretary of Homeland Security to develop and administer a National Incident Management System (NIMS).

HSPD-5 requires Federal departments and agencies to make the adoption of NIMS by state and local organizations a condition for Federal preparedness assistance (grants, contracts and other activities) by Fiscal Year 2005.

NIMS training requirements: All school employees (as designated Disaster Services Workers) are to complete [ICS100](#), [ICS200](#) and [IS700](#).)

USING SEMS AND NIMS IN YOUR SCHOOL - AN OVERVIEW

Within SEMS (Standardized Emergency Management System) and NIMS (National Incident Management System), an emergency response organization, known as the Incident Command System (ICS), consists of five Sections:

Management: responsible for policymaking with respect to disaster planning and preparedness and for the overall coordination of emergency response and recovery activities. This section has four members, the EOC Director/Incident Commander (IC), the Public Information Officer (PIO), the Safety Officer, and the Liaison Officer (LO). In short: they are *the leaders*.

Planning/Intelligence: responsible for creating the action plans and checklists that will be used by all of the sections during crisis response and recovery. The section is comprised of two teams: the Situation Status Team and the Documentation Team. During an emergency, these teams gather, analyze, disseminate, and record information critical to the functioning of the Management Section. Planning/Intelligence are often referred to as *the thinkers*.

Operations: responsible for response preparedness of the Assembly/Shelter, Communications, Crisis Intervention, Light Search and Rescue, First Aid, Student Release/Staff Accounting, and Maintenance/Fire/Site Security Teams. During a disaster, this section directs response activities of all of these teams and coordinates that response with the Management Section. These folks represent *the doers*.

Logistics: prior to a disaster, this section is in charge of creating a transportation plan, and ensuring that there are adequate supplies of food, water, and equipment for crisis

response. During an emergency, the section's two teams, the Supplies/Staffing Team and the Transportation Team provide services, personnel, equipment, materials, and facilities, as needed. They are ***the getters***.

Finance/Administration: in charge of creating policies and procedures for documenting costs associated with emergency response. This section has one team, called the Recordkeeping Team. During a disaster, they activate contracts with vendors, keep time records, track receipts, and account for expenditures. Their efforts make it possible for schools to reclaim costs associated with response and recovery activities from the state. They also gather all paperwork and documentation at the end of the incident for inclusion in the After Action Report (AAR). They are called ***the payers***.

THE EMERGENCY OPERATIONS CENTER

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

A Word About Unified Command

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

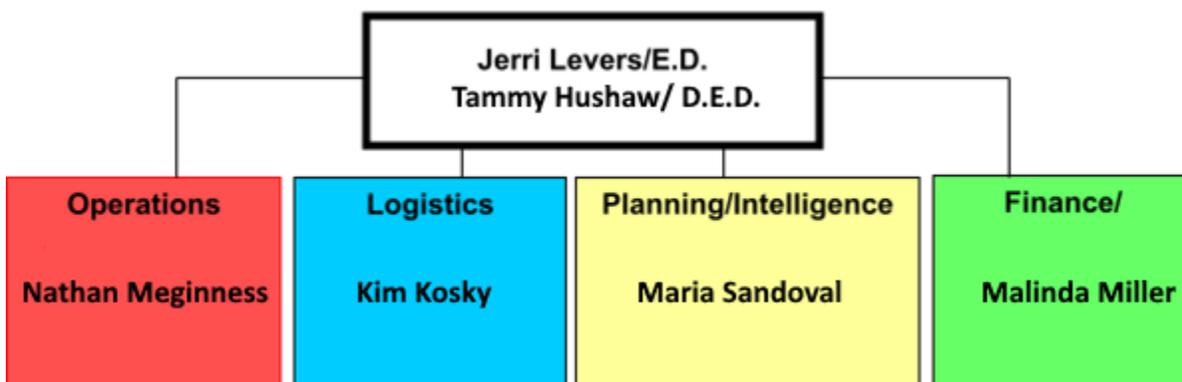
In the EOC (Emergency Operations Center), this means that first responder representatives will essentially be running response activities in consultation with the organization's Management Staff and Section Chiefs. In the field, Team Leaders and Team Members will work alongside first response teams,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

The Dual Role of the School Office

- The school must organize to respond to incidents that occur at their location
 - Ensure that the school has a functional Emergency Action Plan

- Ensure that school staff are trained and well prepared
- The school office must also organize to provide support when the incident happens at school sites within the organization
 - Provide leadership
 - Provide assistance with response and recovery, when needed
 - Ensure that school staff are trained and well prepared
 - Ensure that each school has a functional Emergency Operations Plan

Connecting Waters Charter School INCIDENT COMMAND SYSTEM AND DIVISION OF LABOR



On-Site Staff may be designated under these roles as needed*

Divisions of Labor

Each one of the five functions have certain roles and responsibilities during a disaster or school emergency. The Management Section oversees response activities in consultation with the Chiefs of the Operations, Logistics, Planning/Intelligence, and Administration/Finance Sections. Each of these sections in turn, has a team or teams tasked with implementing very specific components of the emergency response plan.

The following Standard Operating Procedures have been developed to address a multitude of incidents that could occur at your location. This is a living document that should be updated and modified as additional information is acquired. A hazard assessment should be conducted to identify specific areas of concern for your location in order to maximize the number of response situations included in this plan.

EVACUATION PROCEDURES

Earthquakes, fire, bomb threats, hazardous chemical spill, or an incident on or near campus are just a few examples of an emergency incident situation that may require that portions of a building or an entire school building be evacuated.

The building Emergency Preparedness Committee should identify evacuation areas on site and alternative off-sites areas should it be necessary to evacuate.

A safe evacuation route must be able to accommodate moving a large number of people, while not exposing employees to danger. The location and type of emergency necessitates evaluation and possible adjustments to the usual evacuation routes. This evaluation will determine if the building should be evacuated in segments or if stationing a person at certain exits is necessary so that staff can be rerouted away from danger.

The movement of staff out of buildings requires accounting for every employee. In order to account for staff, work area supervisors must have available employee lists so that missing or extra staff can be reported immediately to the Command Posts (school; law enforcement; fire). When evacuating their work area, work site supervisors must bring with them the location roster and emergency supplies.

Adaptations for Students with Disabilities in Emergency Situations

In compliance with California Education Code § 32282 and the Americans with Disabilities Act (ADA), our school ensures that emergency response procedures accommodate the unique needs of students with disabilities. The School Safety Team will coordinate with special education staff to ensure the following:

- **Evacuation Procedures:** Upon Request to the Deputy Executive Director, Individualized evacuation plans will be developed for students with mobility impairments, sensory disabilities, and communication needs.
- **Shelter-in-Place Procedures:** Designated safe areas will be accessible, and staff will be trained on necessary supports for students requiring additional assistance.
- **Emergency Communication:** Alternative alert systems (e.g., visual, tactile, auditory) will be provided for students who are deaf/hard of hearing or blind/visually impaired.
- **Behavioral Support:** Emergency plans will consider the needs of students with autism, emotional disturbances, or other disabilities that may affect their response to alarms or unexpected situations.
- **Staff Training:** All school staff will be trained in the implementation of emergency accommodations for students with disabilities, as outlined in students' IEPs and 504 Plans.
- **Collaboration & Drills:** The school will conduct inclusive emergency drills and ensure coordination between general and special education staff.

During an evacuation, the following procedures must be followed:

- ✓ Move staff, students, and any other persons on campus, to the designated Evacuation Area.
- ✓ Designated staff will be trained on using the Evacuation Chair if applicable to assist any disabled student to the designated Evacuation Area.
- ✓ Take roll by completing Staff Accountability Form
- ✓ Runners collect Staff Accountability Report from classroom or work areas.
- ✓ If an employee has an assignment on the Emergency Management Team Organizational Chart, report to the Command Post (CP) and sign in.
- ✓ Report to Incident Commander (IC) for briefing and assignment.

PROCEDURES FOR CONDUCTING A “SIZE-UP”

A **“SIZE-UP”** is a nine-step continual data gathering process that determines if it is safe to perform a certain emergency task, whether fire suppression, search and rescue, facilities assessment, etc. A size-up enables first responders to make decisions and respond appropriately in the areas of greatest need. The nine steps in a **“size-up”** are:

1. Gather Facts:

- What has happened?
- How many people are involved?
- What is the current situation?
- Does the time of day or week affect this situation?
- Do weather conditions affect the situation (e.g. forecast, temperature, wind, rain)?
- What type(s) of structures are involved?
- Are buildings occupied? If yes, how many?
- Are there special considerations involved (e.g. children, elderly, disabled)?
- Are hazardous materials involved at or near the situation? ● Are other types of hazards likely to be involved?

2. Assess and Communicate the Damage:

- Take a lap around each building and try to determine what has happened, what is happening now, and what may happen next.
- Are normal communications channels functioning (e.g. ICS, radios, e-mail, phones)?

3. Consider Probabilities:

- What is likely to happen?
- What is the worst-case scenario?

4. Assess Your Own Situation:

- Are you in immediate danger?
- Have you been trained to handle this situation?
- What resources are available which can assist with your current situation?

5. Establish Priorities:

- Are lives at risk? Remember, life safety is the first priority!
- Can you and available resources handle this situation SAFELY without putting others at risk?
- Are there more pressing needs at the moment? If yes, what are they?

6. Make Decisions:

- Base decisions on the answers to Steps 1 through 3 and the priorities that your team has established.
- Where will deployment of resources do the most good while maintaining an adequate margin of safety?

7. Develop an INCIDENT ACTION PLAN:

- Develop a plan that will help you accomplish your priorities.
- Simple plans may be verbal, but more complex plans should always be written.
- Determine how personnel and other resources should be deployed.

8. Take Action:

- Execute your plan, documenting deviations and status changes so that you can accurately report the situation to first responders, the Incident Command Post, the EOC (Emergency Operations Center), or other agencies that respond to the scene (e.g. fire, law enforcement, medical, media, coroner, parents).

9. Evaluate Progress:

- At reasonable intervals, evaluate your progress in accomplishing the objectives in the plan of action (Incident Action Plan) to determine what is working and what changes you may have to make to stabilize the situation.

FIRE/EXPLOSION

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

FIRE DRILL PROCEDURES

- NO advance notice of fire drills should be given to building occupants.
- All drills shall be conducted using the same procedures that would be followed in case of an actual fire.
- As per FC 403.4.1 The first emergency evacuation drill of each school year shall be conducted within 10 days of the beginning of classes
- Fire drills should be conducted at different hours of the day.
- Prior to conducting the drill, Call the Fire Department non-emergency number to advise that this is only a drill.
- An appropriate number of staff members should know how to reset the fire alarm.
- Keep documentation for each drill and record notable events for future consideration/improvement.
- As per FC 403.4.2 Fire drills for elementary and intermediate level students will be held no less than once per calendar month. Fire drills for secondary students will be held twice per year.

POSTING OF EVACUATION ROUTES

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

FIRE/EXPLOSION CHECKLIST

- If fire or smoke is detected, or a burning odor is sensed, pull the closest fire alarm to initiate building evacuation procedures.
- Call (911) to report all known information about the incident.
- Site administration should assign a recorder to begin documentation of the event.
- Before leaving a work area, the work area supervisor or their designee should make sure all windows are closed.

- Procedures for anyone with special-needs should be planned in advance and practiced.
- Administration should initiate the Incident Command System (ICS) and the designee assumes the role of the Incident Commander (IC) and establishes a Command Post (CP) staging area.
- Supervisors are to complete the Staff Accountability Report.
- Data collected from the **Staff Accountability Form** will determine if the Incident Commander needs to activate additional portions of the ICS, such as First Aid, Medical, Search and Locate/Rescue, etc.
- Establish contact with fire and law enforcement agencies.
- The fire department will give clearance to site administration when it is OK for staff to re-enter the building or an alternative plan if the building will not be able to be occupied.

EARTHQUAKE

An earthquake's effect on facilities will vary from building to building. Fire alarm or sprinkler systems may be activated by the shaking. Elevators and stairways will need to be inspected for damage before they can be used. Another major threat during an earthquake is from falling objects and debris. Injuries may be sustained during the earthquake while evacuating the building(s) or upon re-entry. Use the following guidelines/procedures to manage the incident:

As per EC. 32282 an Earthquake Drop Procedure will be held quarterly for Elementary students and once per semester for Secondary students. These drills will occur on the 17th of every quarter month, at 10:15, in honor of the great shakeout.

IF INDOORS

- **DROP, COVER AND HOLD ON** by getting under a desk or table. Protect eyes, head and neck with your arms, a pillow, a book, or whatever is available.
- Instruct students in wheelchairs to lock their wheels and remain seated until the shaking stops.
- Move away from windows and objects that could fall.
- Stay under a desk or table until shaking stops.
- Listen for emergency instructions.
- Evacuate building if necessary and stay away from buildings, utility poles and large objects while transferring to the assembly area.
- Account for all staff using the Staff Accountability Report.

IF OUTDOORS

- Move away from buildings, utility poles and large objects.
- Avoid all downed electrical lines.
- Do not touch any wire or any metal objects.
- Sit down in a safe area.

- Move to the assembly area and begin accounting for all staff.

IN VEHICLE:

- Stop the vehicle in a safe location away from power lines, overpasses or buildings.
- Stay in the vehicle and establish telephone contact with the School office.

GENERAL GUIDELINES (AFTER THE QUAKE):

- Be prepared for aftershocks and ground motion.
- Evaluate immediate area for earthquake related hazards (fire, building collapse, gas leaks, downed electrical lines, wires, etc.).
- Account for all staff.
- Activate necessary portions of the ICS in collaboration with the site emergency team.
- Determine injuries and provide basic first aid via Medical/First Aid Group.
- Call **911** if there is a major emergency that is life threatening. You may not get a response from 911 if a major disaster has occurred affecting a large local area. **As we have been warned, we may be on our own for several hours or days.**
- Establish communication with your Supervisor and Incident Commander
- Assist any law enforcement or fire units that may respond to your site.
- Control internal and external communications, including contact with school sites and city agencies by use of telephones, cell phones, radios, runners, e-mail, text messages, or other means.
- Refer all media inquiries to the Public Information Officer (PIO).
- In communication with the school sites, assess the overall situation, how long students and staff might be at school, how supplies might be distributed and sheltering of students and staff.

DEATH AND/OR SUICIDE

Death at a school is rare; however, you should be prepared in the event of a death whether it be caused by earthquake, explosion, building collapse, fire, choking, heart attack, seizure, or an incident such as a shooting/stabbing, fight, suicide, etc.

Organizations should also be prepared for the sudden, unexpected death of a staff member or a family member that does not occur on the school campus (automobile accident, sudden death, drive by shooting, gang violence, etc.).

Guidelines to utilize in the event of a death are outlined below.

DEATH OCCURS AT SCHOOL

- Call 911. Identify your address and briefly outline the emergency and location on campus.
- Notify the school administration.
- Activate the Incident Command System (ICS) if necessary and contact the school Emergency Management Team. Assign staff as needed.
- Notify the Executive Director's office.
- Isolate other staff from the scene.
- If there is a death, do not move the body. Law enforcement will contact the coroner's office so that the body can be removed, and any personal items of the victim can be returned to family or secured as evidence.
- DO NOT disturb or touch anything if the event is declared a crime scene.
- Secure area with yellow caution tape and assign staff to guard area.
- Gather all witnesses and place them in a secure location. Tell witnesses not to discuss any part of their observations until law enforcement arrives to interview or release them. Assign staff to monitor witnesses.
- Consider the impact on staff. Activate the Crisis Response Team as appropriate.
- If the deceased is an employee, the school must notify Cal-OSHA (**Oakland District Office Phone 510-622-2908**) within the 8-hour time requirement. Law enforcement or fire department may inform you they will contact Cal-OSHA; however, the school still must make certain it calls Cal-OSHA.
- Monitor staff emotional responses. Following a death there may be:
 - ✓ Self-referrals
 - ✓ Parent referrals

 - ✓ Reports and concerns expressed by relatives or good friends

 - ✓ Students who have experienced a recent loss.
- Develop a list of students and staff members that are having emotional symptoms.

CHEMICAL RELEASE/HAZARDOUS MATERIAL SPILL

A chemical release or hazardous material spill could affect one classroom, an entire worksite or larger area.

HOW SHOULD THE SCHOOL OFFICE PREPARE?

- The Emergency Management Teams should discuss and review plans to "Shelter in Place" or to "Evacuate the Area" using an alternative evacuation staging area.
- Staff should be trained to know what type of Personal Protective Equipment (PPE) and clothing to wear when handling hazardous material. The type of PPE to be worn, if any, is contained in the Safety Data Sheet (SDS).

- Staff utilizing or handling any hazardous material, should know the symptoms of exposure, emergency first aid and treatment for exposure.
- All hazardous materials should be stored in a manner prescribed on the SDS.

HOW SHOULD THE SCHOOL OR DISTRICT RESPOND?

If a hazardous spill or chemical release occurs within any area of the school office, immediately notify **911**. Inform the dispatcher of your school/address and a brief summary of the problem including the name of the hazardous material/chemical, location of the spill and a report of any injuries, illnesses, fire, explosion, etc.

- Approach incident from upwind.
- Stay clear of all spills (vapors, fumes, smoke, fire, possibility of explosion, other).
- Notify Executive Director
- Activate necessary portions of Incident Command System (ICS) and appoint Incident Commander. Expand ICS as needed and make necessary assignments appropriate to the incident.
- Begin documentation of events.
- The situation or advice from law enforcement, fire department or a hazardous materials unit deployed to the scene of the spill will determine whether to “Shelter-In-Place” or to “Evacuate” the building. If evacuation is ordered, instruct staff to always move crosswind and upwind. Never move downwind into a chemical. To check wind direction, look at movement of trees or flags.
- If “Sheltering-In-Place”, if possible, shut off all air-conditioning and heating units. Close all windows and door openings and try to seal gaps under doorways and windows with wet cloth or towels.
- Close all shades or drapes. Instruct staff to stay away from windows.
- If gas or vapors have entered the building, take shallow breaths through a cloth or towel.
- Keep telephones lines clear for emergency calls.
- If an evacuation is ordered, follow all instructions.
- Upon reaching an alternative evacuation area, take head count and report missing or ill staff to Incident Commander and/or law enforcement.

MEDICAL EMERGENCY

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

SOME EMERGENCY PREVENTION/PREPAREDNESS GUIDELINES

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

WHAT TO DO IF A MEDICAL EMERGENCY OCCURS

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

CARDIAC ARREST RESPONSE

In the event of a **sudden cardiac arrest** on campus, the following procedures will be followed:

- **Immediate Emergency Activation**
 - Call 911 and report a suspected cardiac arrest.
 - Assign a staff member to meet and direct emergency responders.
- **Initiation of CPR**
 - Begin **Cardiopulmonary resuscitation (CPR)** immediately if the individual is unresponsive and not breathing normally.
 - Use **hands-only CPR** if trained personnel are not immediately available.
- **Use of AED**
 - Retrieve and use the nearest on-campus **Automated External Defibrillator (AED)** as quickly as possible.
 - Follow AED voice prompts until emergency responders arrive and take over care.
- **Training & Drills**
 - Designated staff shall receive training in CPR and AED use.
 - The school will conduct periodic cardiac emergency response drills to maintain readiness.

GAS ODOR/LEAK

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

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

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

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

GAS ODOR OR LEAK INSIDE A BUILDING

- Evacuate the building(s) and move to a safe assembly area as far away as possible from the targeted building.
- Assign Emergency Management Team members to direct students/staff evacuating other buildings to stay away from the building with odor/leak.
- If necessary, activate the Incident Command System and establish Command Post.
- Begin completing Staff Accountability Report.
- Report any missing students and staff to the Command Post.
- Assign a liaison to interact with the Fire Department, Gas Company or law enforcement.

IF GAS ODOR OR LEAK IS DETECTED OUTSIDE THE BUILDING

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

SHELTER-IN-PLACE PROCEDURES

Why You Might Need to Shelter-In-Place

Chemical, biological, or radiological contaminants may be released accidentally or intentionally into the environment. Should this occur, information will be provided by local authorities, TV or radio on how to protect students/staff. Because information will most likely be provided on television and radio, it is important to keep a TV or radio on, even during the workday or instructional time. The important thing is for you to follow instructions of local authorities.

Following Are Actions to Follow at Your Worksite:

- Follow reverse evacuation procedures to bring students and staff indoors.
- If there are visitors in the building, provide for their safety by asking them to stay. When authorities provide directions to “shelter-in-place”, they want everyone to take those steps now, where they are, and not drive or walk outdoors.
- Provide for answering telephone inquiries by having at least one telephone available in the room selected to provide shelter for the Office Manager, or the person designated to answer these calls. This room should also be sealed. Walkie-talkies will be used to communicate among all rooms where staff are sheltering-in-place.
- Ideally, provide a way to make announcements over the public address system from the room where the site administrator takes shelter.
- Provide directions to close and lock all windows, exterior doors and any other openings to the outside.
- If there is danger of an explosion, direct that window shades, blinds, or curtains be closed.
- Have employees familiar with the building’s mechanical system turn off all fans, heating and air conditioning systems. Some systems automatically provide for exchange of inside air with outside air – these systems, in particular, need to be turned off, sealed, or disabled.
- Gather essential disaster supplies, such as nonperishable food, bottled water, battery-powered radios, first aid supplies, flashlights, batteries, duct tape, plastic sheeting and plastic garbage bags.

- Designate interior rooms(s) above the ground floor with the fewest windows or vents. The room(s) should have adequate space for everyone to be able to sit in. Avoid overcrowding by selecting several rooms if necessary. Large storage closets, utility rooms, meeting rooms, or conference rooms without exterior windows will also work well.
- Call emergency contacts and have the phone available if you need to report a life-threatening condition.
- Bring everyone into the rooms that have been designated. Shut and lock the door.
- Use duct tape and plastic sheeting (heavier than food wrap) to seal all cracks around the doors and any vents into the room. Consider pre cutting plastic sheeting to seal windows, doors, and vents. Each piece should be several inches larger than the space you want to cover so that it lies flat against the wall or ceiling/. Label each piece with the location of where it fits.

EXTENDED POWER LOSS/BLACKOUT

In the event of extended power loss to a facility certain precautionary measure should be taken depending on the geographical location and environment of the facility:

- Unnecessary electrical equipment and appliances should be turned off in the event that power restoration would surge causing damage to electronics and affecting sensitive equipment.
- Facilities with freezing temperatures should turn off and drain the following lines in the event of a long-term power loss.
 - Fire sprinkler system
 - Standpipes
 - Potable water lines
 - Toilets
- Add propylene-glycol to drains to prevent traps from freezing
- Equipment that contain fluids that may freeze due to long term exposure to freezing temperatures should be moved to heated areas, drained of liquids, or provided with auxiliary heat sources.

Upon Restoration of heat and power:

- Electronic equipment should be brought up to ambient temperatures before energizing to prevent condensate from forming on circuitry.
- Fire and potable water piping should be checked for leaks from freeze damage after the heat has been restored to the facility and water turned back on.

GUIDELINES FOR SPEAKING TO THE MEDIA

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

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

****SAMPLE PRESS RELEASE****

Event: EARTHQUAKE Date: MARCH 1, xxx Release 001 #: _____
Time: 8:00 A.M. _____

TITLE OF RELEASE: LARGE EARTHQUAKE CAUSES MODERATE DAMAGE TO ELEMENTARY SCHOOL IN GENERIC COUNTY

FOR IMMEDIATE RELEASE

EXAMPLE.....At 5:25 a.m. on March 1, 2006 an earthquake measuring 7.2 on the Richter Scale caused moderate damage to the ELEMENTARY SCHOOL located at 1234 Anywhere Blvd. in Pleasantville, CA. There are no reports of injuries available. Search and Rescue crews are searching the building at this time. Roadways leading to the school site have been damaged and an overpass on Hwy. 101 leading to the school has been damaged and is closed. The public is asked to remain clear of the area to allow emergency responders to access the site. Parents are asked NOT to go to the school as this will hamper rescue efforts.

School Districts throughout the county are instructed to call in to the County Office of Education at -(XXX) XXX-XXXX - to report any damage or injuries to their own buildings or their school sites following established school closure procedures.

Due to the magnitude of the earthquake and the damage throughout the county, the County Operational Area Emergency Operations Center has been activated. Additional information can be obtained by calling the Op Area Public Information Hotline at XXX-XXXX.

Further details will be provided when available.

Next Scheduled Release: As needed

PART 10: Safety Procedure Pesticide/Toxic Substance Release Response Policy for Connecting Waters Charter Schools

Purpose:

This policy is established to safeguard the health and well-being of students, staff, and visitors in the event of a pesticide or toxic substance release within a quarter mile of the school premises. The objective is to ensure prompt and effective response measures to minimize potential health risks and environmental impact.

Notification Procedures:

Immediate Notification:

- In the event of a pesticide or toxic substance release within a quarter mile of the school, the responsible party, whether it be a neighboring entity, government agency, or private organization, must immediately notify the school administration.

Emergency Contacts:

- Maintain a current list of emergency contacts, including local emergency response agencies, environmental agencies, and relevant authorities. Ensure that these contacts are readily accessible to school administration.

School Response:

Evacuation Procedures:

- If the release poses an immediate threat to the health and safety of students, staff, or visitors, the school will implement evacuation procedures in accordance with the established emergency response plan.

Shelter-in-Place Protocols:

- If evacuation is not deemed safe or practical, Connecting Waters will implement shelter-in-place protocols to minimize exposure. This may include sealing doors and windows, turning off ventilation systems, and moving individuals to designated safe areas within the building.

Communication with Parents and Guardians:

- Connecting Waters will communicate promptly with parents and guardians, providing information about the incident, the actions being taken, and any precautions they should follow.

Medical Assistance:

- In the event of exposure or health concerns, Connecting Waters will seek immediate medical assistance for affected individuals. Emergency medical services will be contacted, and parents will be notified as appropriate.

Environmental Impact Assessment:

Collaboration with Authorities:

- Connecting Waters will collaborate with local environmental agencies to assess the impact of the pesticide or toxic substance release on the school premises. This may include air and water quality testing.

Temporary Closure:

- If the release has the potential to adversely affect the school environment, temporary closure may be implemented until the premises are deemed safe for occupancy.

Documentation and Reporting:

Incident Documentation:

- Maintain thorough documentation of the incident, including notifications, response actions, communications, and any follow-up activities.

Reporting to Authorities:

- Comply with all legal requirements for reporting the incident to relevant environmental and health authorities.

Review and Training:

Regular Review:

- Regularly review and update this policy in collaboration with local authorities and environmental agencies to ensure its effectiveness and compliance with applicable laws and regulations.

Training:

- Conduct regular training and drills to ensure that school staff are familiar with the procedures outlined in this policy and can respond effectively in the event of a pesticide or toxic substance release.

PART 11: Emergency Shelter Activation Procedures for Connecting Waters Charter School Buildings

When a school site is used by the American Red Cross or any other organization as an emergency shelter, it's essential to have clear protocols in place to ensure the safety, well-being, and efficient operation of the shelter. Below are key protocols that a school might need in such a situation:

Activation Protocol:

- Connecting Waters Charter School will clearly define the circumstances and criteria for the activation of Connecting Waters Charter School as an emergency shelter.
- Connecting Waters Charter School will outline the process for initiating the activation, including whom has the authority to make the decision.

Communication Plan:

- The agency using the building shall establish a communication plan to notify school administrators, staff, and relevant stakeholders about the activation of the emergency shelter.
- Both parties will provide contact information for key personnel involved in the shelter operation.

Facility Readiness: Connecting Waters Charter School, in cooperation with the agency using the school, will:

- Develop a checklist to ensure that the school facilities are prepared for use as a shelter, including inspections of safety systems, utilities, and general infrastructure.
- Specify the areas of the school that will be used for shelter purposes.

Resource Allocation:

- The agency using the building shall establish a system for tracking inventory used (if any) while the school is being used as an emergency shelter.

Staffing and Roles: The agency using the building, with cooperation from the school, shall:

- Outline staffing plans with roles and responsibilities for school staff, American Red Cross personnel, and volunteers.

Security Measures: The agency using the building, with cooperation from the school, shall:

- Implement security protocols to ensure the safety of shelter residents, staff, and school property.
- Specify access control measures and procedures for handling security incidents.

Logistical Operations: The agency using the building, with cooperation from the school, shall:

- Detailed procedures for the registration of shelter residents and the overall operation of the shelter.
- Establish protocols for managing special needs populations and accommodating individuals with disabilities.

Health and Safety Guidelines: The agency using the building, with cooperation from the school, shall:

- Provide health and safety guidelines for shelter residents, staff, and volunteers.
- Outline procedures for managing medical emergencies and coordinating with local health authorities.

Community Outreach and Information: The agency using the building, with cooperation from the school, shall:

- Develop plans for community outreach to inform the public about the availability of the shelter.
- Establish methods for disseminating information about shelter services, hours of operation, and any specific rules or guidelines.

Post-Emergency Deactivation: The agency using the building, with cooperation from the school, shall:

- Clearly define procedures for deactivating the emergency shelter when it is no longer needed.
- Outline steps for returning the school facilities to their normal function and conducting post-shelter assessments.

Documentation and Reporting:

- The agency using the building shall maintain detailed records of shelter operations, including the number of residents, resources used, and any incidents that occurred.
- Connecting Waters will establish a reporting mechanism to communicate regularly with relevant authorities and stakeholders.

These protocols are crucial for facilitating a well-organized and effective response when a school site is used as an emergency shelter. Regular review and updates to these protocols are essential to account for changes in personnel, regulations, and community needs.

PART 12: Safety Protocols: Walkie Talkie Protocols

Objective:

This policy outlines the guidelines and procedures for the use of walkie-talkies by staff members. The purpose is to establish a reliable communication system to enhance safety, security, and operational efficiency within the school environment.

Scope:

This policy applies to all staff members, including teachers, administrators, custodial staff, security personnel, and any other designated individuals authorized to use walkie-talkies on school premises.

Issuance and Responsibility:

- a. Walkie-talkies will be assigned by the school administration to individual work stations throughout each school site.
- b. Staff members using walkie-talkies are responsible for their proper use, care, and recharging.

Professional Communication:

- a. Walkie-talkies are to be used for professional and school-related communication purposes only.
- b. The use of walkie-talkies for personal or non-school related conversations is strictly prohibited.

Channel Assignment:

Staff members should use their assigned communication channel; #1

Regular Checks:

- a. Staff members are responsible for checking the functionality of their assigned walkie-talkies regularly.
- b. Malfunctioning or damaged walkie-talkies should be reported to the school administration for repair or replacement.

Battery Management:

Walkie-talkies should be charged regularly to ensure they are operational when needed. Spare batteries should be available, and staff members are encouraged to replace batteries proactively.

Unauthorized Use:

Walkie-talkies are for official school use only. Unauthorized use, including lending to non-staff members, is strictly prohibited. Unauthorized possession or use may result in disciplinary action.

Lost or Stolen Walkie-Talkies:

Staff members are required to report lost or stolen walkie-talkies immediately to the school administration. The school administration will conduct an investigation, and appropriate action will be taken based on the circumstances.

Training Programs:

All staff members issued walkie-talkies will receive training on proper usage, emergency procedures, and communication protocols. Refresher training sessions will be conducted periodically or whenever new protocol has been issued.

Review and Updates:

This policy will be reviewed annually and updated as needed. Any changes to the policy will be communicated to relevant school staff.

PART 13: Safety Procedures—Suspension/Expulsion Policies/ Procedures

[EC 47605(6)(F)(ii); EC 32282.(2)(C)]

According to the Education Code (EC § 32282):

(2) Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:

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

(CDE School Safety Plan Compliance Checklist guidance: Refer to Board Policy, include site-specific steps, if needed.)

Connecting Waters Charter School Suspension and Expulsion Procedures CWCS Board Approved 6/11/2024

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and well-being of all students at the Charter Schools. In creating this policy, Connecting Waters Charter Schools ("CWCS" or "the Charter Schools") have reviewed Education Code Section 48900 et seq. which describes the offenses for which students at non-charter schools may be suspended or expelled and the procedures governing

those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 et seq. The Charter Schools are committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter Schools' policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. The Charter Schools staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations.

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

The Charter Schools administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary disenrollment policies and procedures. The notice shall state that this Policy and its Procedures are available upon request at the Executive Director's office.

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

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

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

Policy

The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

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; or d) during, going to, or coming from a school-sponsored activity.

Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended when it is determined the student: Caused, attempted to cause, or threatened to cause physical injury to another person.
 - a. Willfully used force or violence upon the person of another, except self-defense.
 - b. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - c. 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.
 - d. Committed or attempted to commit robbery or extortion.
 - e. Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.
 - f. Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
 - g. 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 the student's own prescription products by a student.
 - h. Committed an obscene act or engaged in habitual profanity or vulgarity.
 - i. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

- j. Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.
- k. 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.
- l. 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.
- m. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- n. 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 student. For purposes of this section, "hazing" does not include athletic events or school sanctioned events.
- o. Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. For purposes of this policy, "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 their own safety or for their immediate family's safety, or for the protection of school property, which includes, but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- p. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, 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 provision shall apply to students in any of grades 4 to 12, inclusive.
- q. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This section shall apply to students in any of grades 4 to 12, inclusive.
- r. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and

invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

s. 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 their age, or for a person of their 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 their physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with their academic performance.
- iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School. "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

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

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

- (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
- (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed that the student was or is the student who was impersonated.

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

iii. An act of cyber sexual bullying.

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

of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, "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.

2) 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.

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

u. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student 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 Executive Director or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended when it is determined the student:

a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had

obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

- b. Brandished a knife at another person.
 - c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
 - d. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.
3. Discretionary Expellable Offenses: Students may be recommended for expulsion 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, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e. Committed or attempted to commit robbery or extortion.
 - f. Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.
 - g. Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
 - h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
 - i. Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k. Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.
 - l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

- m. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o. Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student 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 student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
- p. Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. For purposes of this policy, "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 their own safety or for their immediate family's safety, or for the protection of school property, which includes, but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- q. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, 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 provision shall apply to students in any of grades 4 to 12, inclusive.
- r. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This section shall apply to students in any of grades 4 to 12, inclusive.
- s. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) rights by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

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

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

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their 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 their physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with their academic performance.
- iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

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

i. A message, text, sound, video, or image. ii. A post on a social network Internet Web site including, but not limited to:

- a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
- b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed that the student was or is the student who was impersonated.
- c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

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

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

- u. A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3) (a) – (b).
- v. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student 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 Executive Director or designee’s concurrence.

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

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

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

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

The Charter School will use the following definitions: The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing;

(C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

- The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such a term does not include an antique firearm.
- The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb, (B) grenade, (C) rocket having a propellant charge of more than four ounces, (D) missile having an explosive or incendiary charge of more than one-quarter ounce, (E) mine, or (F) device similar to any of the devices described in the preceding clauses.

Suspension Procedure

Suspensions of fewer than 10 days for a single event shall be initiated according to the following procedures:

1. Conference

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

The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger

to the lives, safety or health of students or Charter Schools personnel. If a student is suspended without this conference, both the parent/guardian (for students under age 18) and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student 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 student for failure of the student's parent or guardian to attend a conference with Charter Schools officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student'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 of students under age 18 by telephone or in person. Whenever a student under age 18 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(s) committed by the student as well as the date and time when the student may return to school following the suspension. If CWCS 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 Executive Director designee, the student and the student's parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parents, unless the student and the student's parents fail to attend the conference. This determination will be made by the Executive Director or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student,

or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

Authority to Expel

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

A student may be expelled either by the neutral and impartial Charter Schools Board following a hearing before it or by the Charter Schools Board upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a Board member of the Charter Schools' governing board. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

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 Executive Director or designee determines that the Student has committed an expellable offense and recommends the student for expulsion.

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 student confidentiality rules under the Family Educational Rights and Privacy Act ("FERPA")) unless the Student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon the mailing of the notice, it shall be deemed served upon the student. 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 CWCS'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 CWCS to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

CWCS 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 CWCS or the entity presiding over the hearing. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

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 their right to (a) receive five (5) days' notice of his/her scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian, or legal counsel; and (c) elect to have the hearing closed while testifying.
2. CWCS 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 the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing (either the Administrative Panel or the Board) 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 the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity

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

7. If one or both of the support persons is also a witness, CWCS must present evidence that the witness' presence is both desired by the witness and will be helpful to CWCS. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe 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 student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

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.

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, or a determination by the Board, 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 student, 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 their testimony heard in a session closed to the public. Expulsion Decision

Expulsion Decision

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 Board shall make the final determination regarding the expulsion 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 or the Board ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

Written Notice to Expel

The Executive 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 and student's parent/guardian. This notice shall also include the following: (a) the specific offense committed by the student; and (b) 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 CWCS.

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

Disciplinary Records

CWCS shall maintain records of all student suspensions and expulsions at CWCS. Such records shall be made available to the chartering authority upon request.

No Right to Appeal

The student shall have no right of appeal from expulsion from CWCS as the Board's decision to expel shall be final.

Expelled Students/Alternative Education

Parents/guardians of students 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. CWCS 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. Within 5 school days of the expulsion, CWCS shall have a voluntary post-expulsion meeting with parents/guardians in the manner requested to assist with locating alternative placements during expulsion, including in the County or school district of residence.

Rehabilitation Plans

Students who are expelled from CWCS 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 student may reapply to CWCS for readmission.

Readmission of Previously Expelled Student

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

Notice to Teachers

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

Involuntary Removal for Truancy

In accordance with Education Code Section 51747 and the Charter School's Board policy on independent study, after one (1) missed assignment, an evaluation is held to determine whether it is in the best interest of the student to remain in independent study. If it is determined that it is not in the student's best interest to remain in independent study, the Charter School may involuntarily remove the student after the Charter School follows the requirements of the Missed Assignment Policy and only after providing notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal as set forth herein. Students who are involuntarily removed for truancy shall be given a rehabilitation plan and shall be subject to the readmission procedures set forth herein.

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

1. Notification of SELPA

The 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 that the Charter School or the 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 (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

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

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

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

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

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

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

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

4. Due Process Appeals

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

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20

U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

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

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

5. Special Circumstances

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

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

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

6. Interim Alternative Educational Setting

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

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

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

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

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

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

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

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

PART 14: Safety Procedures—Procedures to Notify Teachers of Dangerous Pupils

[EC 47605(6)(F)(ii); EC 32282.(2)(D)]

According to the Education Code (EC § 32282):

(2) Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:

(D) Procedures to notify teachers of dangerous pupils pursuant to Section 49079.

(CDE School Safety Plan Compliance Checklist guidance: Refer to Board Policy, include site-specific steps, if needed.)

Dangerous Pupils

Ed Code 49079 requires teacher notification of students committing or reasonably suspected of committing a "dangerous act" within the last 3 years (Ed Code 48900 except for tobacco and nicotine). A student who has, or is reasonably suspected of having violated Section 48900 [except (h)], 48900.2, 48900.3, and 48900.4 falls into this category. The information has to be shared in a confidential manner with the teachers as appropriate.

Staff Training

Staff receive training on the student information system, which houses confidential student disciplinary information including previous suspension or expulsion notification.

Notification

Staff is notified by student records and/or guidance department when an alert is warranted.

CA Codes (edc:48900-48926) EDUCATION CODE
SECTION 48900-48926

PART 15: Safety Procedures— Title IX, Harassment, Discrimination, and Bullying Policy
[EC 47605(6)(F)(ii); EC 32282.(2)(E)]

According to the Education Code (EC § 32282):

(2) Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:

(E) A discrimination and harassment policy consistent with the prohibition against discrimination contained in Chapter 2 (commencing with Section 200) of Part 1.

Disclaimer: Board policies are continuously updated for compliance with state and federal guidelines for the most current policies please see our website.

**Connecting Waters Charter School Title IX, Harassment, Intimidation, Discrimination,
And Bullying Policy CWCS Board Approved 12/13/22**

Discrimination, sexual harassment, 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, Connecting Waters Charter Schools ("CWCS") prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of our school campuses, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions and parental status), gender, gender identity, gender expression, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), immigration status, religion (including agnosticism and atheism), religious affiliation, sexual orientation, medical condition, genetic information, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected by applicable federal, state, local law, ordinance or regulation. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, CWCS will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. CWCS school staff that witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, CWCS will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with whom CWCS does business, or any other individual, student, or volunteer. This policy applies to all employee, student, or volunteer actions and relationships, regardless of position or gender. CWCS will promptly and thoroughly investigate and respond to any complaint of misconduct prohibited by this Policy in a manner that is not deliberately indifferent and will take appropriate corrective action, if warranted. CWCS complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

CWCS complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff and any individual designated as a coordinator, investigator or decision-maker will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator ("Coordinator"):

Jerri Levers
Executive Director
12420 Bentley Street
Waterford, CA 95386
(209) 874-1119 Ext. 6
ExecutiveDirector@cwcharter.org

Definitions

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with school or work because of sex, race or any other protected basis

- Retaliation for reporting or threatening to report harassment
- Deferential or preferential treatment based on any of the protected characteristics listed above

Prohibited Unlawful Harassment under Title IX

Title IX (20 U.S.C. § 1681 *et seq.*; 34 C.F.R. Part 106.1.) and California state law prohibit discrimination and harassment on the basis of sex. Under Title IX, “sexual harassment” means conduct on the basis of sex that satisfies one or more of the following:

- An employee of the recipient conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct;
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity; or
- “Sexual assault” as defined in 20 U.S.C. 1092(f)(6)(A)(v), “dating violence” as defined in 34 U.S.C. 12291(a)(10), “domestic violence” as defined in 34 U.S.C. 12291(a)(8), or “stalking” as defined in 34 U.S.C. 12291(a)(30).

In accordance with Title IX and California law, discrimination and harassment on the basis of sex in education institutions, including in the education institution’s admissions and employment practices, is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination and harassment in education programs or activities conducted by CWCS.

CWCS is committed to providing a work and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action. Inquiries about the application of Title IX and 34 C.F.R. Part 106 may be referred to the Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services,

honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against themselves or against another individual.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults.
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.

- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
 - Subjecting or threats of subjecting a student or an employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or employee's sex.

- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.
 - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
 - Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms)

The illustrations of harassment and sexual harassment above are not to be construed as an all- inclusive list of prohibited acts under this Policy.

Prohibited Bullying

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, 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* 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 the student's physical or mental health.**
- 3. Causing a reasonable student to experience a substantial interference with the student's academic performance.**
- 4. Causing a reasonable student to experience a substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by CWCS.**

* "Reasonable student" is defined as a student, including, but not limited to, an exceptional needs student, who exercises care, skill and judgment in conduct for a person of the student's age, or for a person of the student's age with the student's exceptional needs.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, videos or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

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, video, or image.**
- 2. A post on a social network Internet Web site including, but not limited to:**
 - a. Posting to or creating a burn page. A "burn page" means an Internet**

Web site created for the purpose of having one or more of the effects as listed in the definition of “bullying,” above.

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 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 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. An act of “Cyber sexual bullying” including, but not limited to:

- a. 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 definition of “bullying,” above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
- b. “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 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.

Formal Complaint of Sexual Harassment means a written document filed and signed by a complainant who is participating in or attempting to participate in CWCS’s education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that CWCS investigate the allegation of sexual harassment. At the time of filing a formal complaint of sexual harassment, a complainant must be participating in or attempting to participate in CWCS’s education program or activity.

Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Bullying and Cyberbullying Prevention Procedures

CWCS has adopted the following procedures for preventing acts of bullying, including cyberbullying.

Cyberbullying Prevention Procedures

CWCS advises students:

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

CWCS informs Charter School employees, students, and parents/guardians of CWCS's policies regarding the use of technology in and out of the classroom. CWCS encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

Education

CWCS employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. CWCS advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at CWCS and encourages students to practice compassion and respect each other.

CWCS educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other pupils based on protected characteristics.

CWCS's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

CWCS informs CWCS employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

Professional Development

CWCS annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other CWCS employees who have regular interaction with pupils.

CWCS informs certificated employees about the common signs that a student is a target of bullying including:

- **Physical cuts or injuries**
- **Lost or broken personal items**
- **Fear of going to school/practice/games**
- **Loss of interest in school, activities, or friends**
- **Trouble sleeping or eating**
- **Anxious/sick/nervous behavior or distracted appearance**
- **Self-destructiveness or displays of odd behavior**
- **Decreased self-esteem**

CWCS also informs certificated employees about the groups of students determined by CWCS, and available research, to be at elevated risk for bullying. These groups include but are not limited to:

- **Students who are lesbian, gay, bisexual, transgender, or questioning youth (“LGBTQ”) and those youth perceived as LGBTQ; and**
- **Students with physical or learning disabilities.**

CWCS encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for CWCS’s students.

Grievance Procedures

1. Scope of Grievance Procedures

CWCS will comply with its Uniform Complaint Procedures (“UCP”) policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person’s association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- a. Are written and signed;

- b. Filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying based on a protected characteristic, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- c. Submitted to the CWCS UCP Compliance Officer not later than six (6) months from the date the alleged unlawful 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.

The following grievance procedures shall be utilized for reports of misconduct prohibited by this Policy that do not comply with the writing, timeline, or other formal filing requirements of a uniform complaint. For formal complaints of sexual harassment, CWCS will utilize the following grievance procedures in addition to its UCP when applicable.

2. Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when 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 misconduct prohibited by this Policy.

Any or student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

Jerri Levers Executive Director (209) 874-1119 Ext. 6

ExecutiveDirector@cwcharter.org

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. CWCS will investigate and respond to all oral and written reports of misconduct prohibited by this Policy in a manner that is not deliberately indifferent. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal or physical abuses. Any student who feels they are a target of such behavior should

immediately contact a teacher, counselor, the Principal, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

CWCS acknowledges and respects every individual's right to privacy. 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. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

CWCS prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy. Knowingly making false statements or knowingly submitting false information during the grievance process is prohibited and may result in disciplinary action.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff and any individual designated as a coordinator, investigator or decision-maker and any person who facilitates an informal resolution process will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

3. Supportive Measures

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

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

to complainants and respondents may include but are not limited to counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. CWCS will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of CWCS to provide the supportive measures.

Investigation and Response

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of CWCS, the Coordinator or administrative designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the Coordinator or administrative designee determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the Coordinator (or administrative designee) will inform the complainant of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator or administrative designee will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, the Coordinator or administrative designee will not reveal confidential information related to other students or employees.

For investigations of and responses to formal complaints of sexual harassment, the following grievance procedures will apply:

- **Notice of the Allegations**
 - Upon receipt of a formal complaint of sexual harassment, the Coordinator will give all known parties written notice of its grievance process, including any voluntary informal resolution process. The notice will include:
 - A description of the allegations of sexual harassment at issue and to the extent known, the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident;
 - A statement that the respondent is presumed not responsible for the alleged conduct until a final decision is reached;
 - A statement that the parties may have an advisor of their choice, who may be an attorney, and may inspect and review evidence; and
 - A statement that CWCS prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process.

- **Emergency Removal**

- CWCS may place a non-student employee respondent on administrative leave during the pendency of a formal complaint of sexual harassment grievance process in accordance with CWCS's policies.
- CWCS may remove a respondent from CWCS's education program or activity on an emergency basis, in accordance with CWCS's policies, provided that CWCS undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.
- This provision may not be construed to modify any rights under the IDEA, Section 504, or the ADA.

- **Informal Resolution**

- If a formal complaint of sexual harassment is filed, CWCS may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If CWCS offers such a process, it will do the following:
 - Provide the parties with advance written notice of:
 - The allegations;
 - The requirements of the voluntary informal resolution process including the circumstances under which the parties are precluded from resuming a formal complaint of sexual harassment arising from the same allegations;
 - The parties' right to withdraw from the voluntary informal resolution process and resume the grievance process at any time prior to agreeing to a resolution; and
 - Any consequences resulting from participating in the voluntary informal resolution process, including the records that will be maintained or could be shared; and
 - Obtain the parties' advance voluntary, written consent to the informal resolution process.
- CWCS will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

- **Investigation Process**

- The decision-maker will not be the same person(s) as the Coordinator or the investigator. CWCS shall ensure that all decision-makers and investigators do not have a conflict of interest or bias for or against complainants or respondents.
- In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the investigator determines that an investigation will take longer than twenty-

five (25) school days and needs to be delayed or extended due to good cause, the investigator will inform the complainant and any respondents in writing of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

- The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview.
- The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence.
- A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.
- Prior to completion of the investigative report, CWCS will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator's consideration prior to the completion of the investigation report.
- The investigator will complete an investigation report that fairly summarizes all relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.

- **Dismissal of a Formal Complaint of Sexual Harassment**

- If the investigation reveals that the alleged harassment did not occur in CWCS's educational program in the United States or would not constitute sexual harassment even if proved, the formal complaint with regard to that conduct must be dismissed. However, such a dismissal does not preclude action under another applicable CWCS policy.
- CWCS may dismiss a formal complaint of sexual harassment if:
 - The complainant provides a written withdrawal of the complaint to the Coordinator;
 - The respondent is no longer employed or enrolled at CWCS; or
 - The specific circumstances prevent CWCS from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.
- If a formal complaint of sexual harassment or any of the claims therein are dismissed, CWCS will promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to the parties.

- **Determination of Responsibility**

- The standard of evidence used to determine responsibility is the preponderance of the evidence standard.

- Determinations will be based on an objective evaluation of all relevant evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness.
- CWCS will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:
 - The allegations in the formal complaint of sexual harassment;
 - All procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
 - The findings of facts supporting the determination;
 - The conclusions about the application of CWCS's code of conduct to the facts;
 - The decision and rationale for each allegation;
 - Any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
 - The procedures and permissible bases for appeals.

Consequences

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process may be subject to disciplinary action up to and including expulsion from CWCS or termination of employment. The Coordinator is responsible for effective implementation of any remedies ordered by CWCS in response to a formal complaint of sexual harassment.

Right of Appeal

Should the reporting individual find CWCS's resolution unsatisfactory, the reporting individual may within five (5) business days of notice of CWCS's decision or resolution, submit a written appeal to the President of the CWCS Board, who will review the investigation and render a final decision.

The following appeal rights and procedures will also apply to formal complaints of sexual harassment:

- The complainant and the respondent shall have the same appeal rights and CWCS will implement appeal procedures equally for both parties.
- Within five **(5) business days** of CWCS's written decision or dismissal of the complaint, the complainant or respondent may submit a written appeal to the Coordinator.
- The decision-maker(s) for the appeal will not be the same person(s) as the Coordinator, the investigator or the initial decision-maker(s).

- The complainant and respondent may appeal from a determination regarding responsibility, and from CWCS's dismissal of a formal complaint or any allegations therein, on the following bases:
 - Procedural irregularity that affected the outcome of the matter;
 - New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
 - The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.
- CWCS will notify the other party in writing when an appeal is filed.
- The decision-maker for the appeal will give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome; issue a written decision describing the result of the appeal and the rationale for the result; and provide the written decision simultaneously to both parties.

Recordkeeping

All records related to any investigation of complaints under this Policy are maintained in a secure location.

CWCS will maintain the following records for at least seven (7) years:

- **Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant.**
- **Records of any appeal of a formal sexual harassment complaint and the results of that appeal.**
- **Records of any informal resolution of a sexual harassment complaint and the results of that informal resolution.**
- **All materials used to train Title IX coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.**

Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

PART 16: Safety Procedures: Safe and Orderly Environment of Study

CWCS supports our students through homeschooling, independent study, in-person and/or online synchronous (real time) class opportunities. CWCS Supports a safe and orderly environment of study through the following procedures.

PART 17: Workplace Violence Prevention Plan

This section shall outline Connecting Waters Charter Schools (“CWCS”) Workplace Violence Prevention Plan (“Plan”) as required by Labor Code § 6401.9. It shall be the policy of CWCS to provide its employees with a safe and healthy work environment. To that end, CWCS shall take appropriate actions to prevent acts of violence, threats, intimidation, and harassment from occurring on site and during the performance of employees’ job duties.

DEFINITIONS

For purposes of this Plan, the following definitions apply:

“**Emergency**” means unanticipated circumstances that can be life threatening or pose a risk of significant injuries to employees or other persons.

“**Engineering controls**” mean an aspect of the built space or a device that removes a hazard from the workplace or creates a barrier between the worker and the hazard.

“**Log**” means the violent incident log, required in Part III of this Plan.

“**Plan**” means this Workplace Violence Prevention Plan.

“**Threat of violence**” means any verbal or written statement, including, but not limited to, texts, electronic messages, social media messages, or other online posts, or any behavioral or physical conduct, that conveys an intent, or that is reasonably perceived to convey an intent, to cause physical harm or to place someone in fear of physical harm, and that serves no legitimate purpose.

“**Workplace Violence**” includes but is not limited to the following: (i) the threat or use of physical force against an employee that results in, or has a high likelihood of resulting in, injury, psychological trauma or stress, regardless of whether the employee sustains an injury; (ii) an incident involving a threat or use of a firearm or other dangerous weapon, including the use of common objects as weapons, regardless of whether the employee sustains an injury; (iii) the following four workplace violence types:

Type 1: violence committed by a person with no legitimate business at the worksite;

Type 2: violence directed at employees by students, parents, contractors, volunteers, or visitors;

Type 3: violence against an employee by a present or former employee, supervisor, or manager;

Type 4: violence committed in the workplace by a person who does not work there, but has or is known to have had a personal relationship with an employee.

Workplace Violence does not include lawful acts of self-defense or defense of others.

“**Work practice controls**” means procedures and rules which are used to effectively reduce workplace violence hazards.

Response to Actual or Potential Workplace Violence Emergencies

A workplace violence emergency is any incidence of workplace violence that entails the potential loss of life or significant injury to any person at the workplace.

If a workplace violence emergency is so severe as to trigger a lockdown or evacuation of the workplace according to the School's safety plan, such as when firearms are involved or a when an intruder has entered the site with violent or criminal intent, CWCS will initiate and follow the emergency procedures set forth in its school safety plan.

If a workplace violence emergency does not rise to the level of a school-wide response but is ongoing and entails potential or threatened loss of life or significant injury to any person at the workplace, any other employees witnessing or experiencing the workplace violence incident must report the incident as soon as possible to HR Administrative Assistant and/or Executive or Deputy Executive Director and/or other responsible administrator by calling them on the phone or by whichever alternative means would reach them fastest.

If no responsible administrator or the HR Administrative Assistant is available to address the workplace violence incident, please call 911 and then notify the HR Administrative Assistant and Executive Director as soon as it is safe to do so.

Training Procedures

CWCS will provide annual workplace violence prevention training^[A3] in accordance with the requirements of California Labor Code section 6401.9, subdivision (e), including but not limited to the following:

1. The Plan, how to obtain a copy of the Plan at no cost, and how to participate in development and implementation of the Plan.
2. The Plan's definitions and the General Workplace Violence Plan Procedures.
3. How employees can search for and recognize workplace violence hazards and risk factors associated with the three types of workplace violence.
4. How to report workplace violence incidents, threats, or concerns to the school or to law enforcement without fear of reprisal from the school or the individual against whom the report is filed.
5. Ways to defuse hostile or threatening situations.
6. Routes and methods of escaping from workplace violence incidents.
7. How this Plan integrates with the school's safety plan.
8. How and when to notify law enforcement authorities when a criminal act may have occurred or is potentially about to occur.
9. Emergency medical care to be provided to a victim of any violent act.
10. Any workplace violence hazards specific to the school environment, the corrective measures the school has implemented, and how to seek assistance to prevent or respond to violence and to avoid physical harm.

11. The workplace violence incident log, and how to obtain records the school is required to keep pursuant to the Recordkeeping part of this Plan, below.

12. An opportunity for live questions and answers on the Plan with the Deputy Executive Director.

In addition to an annual training session on these topics, the school will conduct training every time a new or previously unrecognized workplace violence hazard is identified and whenever changes are made to the Plan. This additional training may be limited only to the new workplace violence hazards identified or to the new changes to the Plan.

The Executive Director will ensure that this training is completed and that records of employee participation are kept and filed in accordance with the school's recordkeeping procedures.

For more information on CWCS's workplace violence prevention policy, please refer to the school's website.

PART 18: Safety Procedure: Hate crime reporting

Purpose:

This policy is established to create a safe and inclusive learning environment for all students, staff, and visitors. Connecting Waters Charter Schools are committed to preventing and addressing hate crimes promptly and effectively. This policy outlines the procedures for reporting and addressing incidents of hate crimes within the school community.

Definition of a Hate Crime:

A hate crime is any criminal offense, including violence or threats of violence, that is committed against a person or their property because of their perceived race, color, religion, national origin, sexual orientation, gender identity, disability, or other protected characteristic.

Reporting Procedures:

Immediate Reporting:

- Any student, staff member, or visitor who witnesses or experiences a potential hate crime must report it immediately to a teacher, school staff member, or school administrator.
- Reports can be made verbally or in writing, ensuring that the information provided is as detailed as possible, including date, time, location, individuals involved, and a description of the incident.

Confidential Reporting:

- The school encourages individuals to report hate crimes confidentially, if they feel more comfortable doing so. Anonymous reporting mechanisms, such as suggestion boxes or online forms, will be made available for this purpose.

Staff Responsibilities:

- All school staff members are responsible for taking reports seriously and responding promptly.
- Teachers and staff must promptly report any incidents brought to their attention to the Executive Team.

School Investigation:

- The Executive Team will conduct a thorough and impartial investigation into reported hate crimes.
- If appropriate, law enforcement may be involved in the investigation.

Support Services:

- Connecting Waters will provide support services to individuals who have experienced or witnessed a hate crime. This may include counseling services, referrals to community resources, or other appropriate interventions.

Disciplinary Action:

- Any student found to have committed a hate crime will be subject to disciplinary action in accordance with the school's code of conduct. Disciplinary measures may include counseling, education, suspension, expulsion, or legal action if necessary.

Educational Initiatives:

- Connecting Waters will implement educational initiatives to promote diversity, inclusion, and respect within the school community. This may include workshops, training programs, and awareness campaigns.

Communication:

The school will communicate this policy to all students, staff, and parents, emphasizing the importance of reporting hate crimes and the consequences for those who engage in such behavior.

PART 19: Safety Procedures: Body Shaming Policy

Purpose:

CWCS is committed to providing a safe, inclusive, and respectful learning environment for all students. This policy is designed to address and prevent body shaming behaviors within the school community.

Definition:

Body shaming refers to any negative or judgmental comments, actions, or behaviors that criticize or make individuals feel self-conscious about their body size, shape, appearance, or any other physical characteristic.

Guiding Principles:

Inclusivity: CWCS promotes an inclusive culture that respects and values the diversity of body shapes, sizes, and appearances among students and staff.

Respect and Empathy: All members of the school community are expected to treat one another with respect and empathy. Negative comments, teasing, or bullying related to physical appearance are not acceptable.

Education and Awareness: CWCS will incorporate age-appropriate education and awareness programs to help students understand the importance of body positivity and acceptance.

Reporting Mechanism: Students, staff, and parents are encouraged to report any incidents of body shaming to school administrators. Reports can be made anonymously if preferred.

Investigation and Intervention: Upon receiving a report, CWCS will conduct a thorough investigation into the matter. Depending on the severity of the incident, interventions may include counseling, mediation, and appropriate disciplinary action.

Support Systems: CWCS will provide support systems for students who may be affected by body shaming incidents. This may include counseling services, peer support groups, or other resources.

Parental Involvement: Parents are an essential part of their child's education., Parents will be informed and involved in addressing incidents of body shaming. CWCS will work collaboratively with parents to ensure a coordinated approach to promoting a positive school environment.

Staff Training: All school staff members will receive training on recognizing and addressing body shaming behaviors. This training will be regularly updated to stay current with best practices.

Consequences:

Consequences for engaging in body shaming behavior may include, but are not limited to, verbal counseling, written warnings, loss of privileges, suspension, or expulsion, depending on the severity and repetition of the behavior.

Review and Revision:

This policy will be reviewed periodically to ensure its effectiveness and relevance. Any necessary revisions will be made to reflect the evolving needs of the school community.

By implementing and enforcing this policy, CWCS aims to create a nurturing and respectful environment that allows all students to thrive academically and personally.

PART 20: Safety Procedures—Schoolwide Dress Code, Including Prohibition of Gang-Related Apparel

[EC 47605(6)(F)(ii); EC 32282.(2)(F)]

According to the Education Code (EC § 32282):

(2) Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:

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

Connecting Waters Charter School Student Dress Code

The CWCS dress code sets standards that promote a positive and safe learning environment for all students. Students should wear neat, clean and appropriate clothing at all school activities, including classes, school dances, graduation activities, and testing.

The following guidelines shall apply to all school activities:

1. Students shall dress appropriately for educational activities in which they will participate so as not to endanger their health, safety, or welfare, or that of others, or cause a disruption to the educational process. Clothes shall be sufficient to conceal undergarments when sitting or standing. The following articles or clothing are not permitted:
 - Shorts, pants, skirts, and tops that fail to conceal undergarments, back, abdomen, and cleavage. No oversized saggy pants (all pants must be worn at the waist). Fabric can be any, but no frayed hems (as on cut-offs), and no excessive holes such as in worn-out denims;
 - Muscle shirts;
 - Back-less, strapless, or spaghetti strap tops;
 - Low cut tops and dresses;
 - Bare-midriff tops;
 - Chains of any sort, wallet or utility-type chains;
 - See-through garments.
2. All attire must fit appropriately and must not be too small or too large. Shorts and skirts shorter than mid-thigh are prohibited.
3. Shoes shall be worn at all times. Steel-toed boots and bedroom slippers are prohibited.
4. Clothing, accessories, and jewelry shall be free of writing, pictures, symbols or any other insignia which are crude, vulgar, profane, obscene, libelous, slanderous, or sexually suggestive. Clothing, accessories, or jewelry that degrade any cultural, religious or ethnic values, that advocate racial, ethnic, or religious prejudice or discrimination, or that promote sex, the use of tobacco, drugs, alcohol or violence or any unlawful acts (including gang activity) are prohibited.
5. Dark glasses shall not be worn indoors, except for valid medical reasons authorized by the administration and verified in writing by a physician.
6. Gang-related clothing or accessories, including but not limited to bandannas, or other symbols, emblems or insignia are prohibited. Gang-related web belts with or without punched out metal buckles are prohibited. School officials shall consider student history and information obtained from community agencies and resources when making these judgments. Dangerous clothing accessories are prohibited (i.e., spiked jewelry, studded collars, studded belts, hanging belts).

7. Hats, caps and other head coverings are prohibited indoors during regular school hours except as specifically authorized by a school official for such school activities as athletics and theatrical performances or other approved personal reasons such as health needs or for religious purposes. Hooded sweatshirts when used to conceal identity are not permitted.

Any student dressed **inappropriately during state/school mandated testing will be subject to school discipline and will be sent home. Students subsequently will be required to travel to the school office in Waterford to do the testing** on specified dates. Alternatively, the student **may be required to wear a t-shirt** provided by the school at the test site.

The Executive Director of the school or her designee makes the final decision of what is appropriate school attire. The Executive Director of the School or her designee may issue more specific dress code guidelines at any time.

PART 21: Verification of Public Meeting

Method for Communicating Plan and Notifying Public: Ed Code 32288

The School site council or school safety planning committee shall notify, in writing, the following persons and entities, if available, of the public meeting:

- Local Mayor
- Representative of the local school employee organization
- A representative of each parent organization at the school site, including the parent teacher association and parent teacher clubs
- A representative of each teacher organization at the school site
- A representative of the student body government
- All persons who have indicated they want to be notified

Date of List-serve inviting all parents and students: 11/3/25

Date and method of invitation to Mayor: 1/6/25 – Email Invitation

Date of Board Meeting/Public Hearing: 11/19/25

Site of Board Meeting/Public Hearing: Held online pursuant to Assembly Bill 361 (2021)
12420 Bentley Street, Waterford, CA 95386

Each School year the Safety Plan is reviewed by the School Safety Team and presented to its stakeholders annually. Community members are invited to the meeting to review the Safety plan including the City, Police and Fire departments, representatives from parent and teacher groups. The Safety Plan is also taken to the school board each year for approval and public review.

Safety Team Review: 10/14/25

Student/Parent Group Review: 11/19/25

Modesto Police Department Office Review: 1/6/26, Lt. Martha Delgado

Stanislaus Consolidated Fire District: 11/24/25, Ciera Sansing

Board Approval Date:



2026-2027

CWCV

Plan Developed By:	CWCS Safety Team
Administrators:	Jerri Levers, Tammy Hushaw
Teacher:	Sharon Mcguire, Sarah Tarter
Classified Employees:	Nathan Meginness, Aaron Stout, Maria Sandoval, Deanna Rackley, Jennifer Chimerofsky, April Colon, Justina Polyzos, Mariah Garcia, Miriah Vallejo, Mirian Villifan, Jessica Perez, Toni Wirkkala, Warren Ng, Ed Bassard, Kim Kosky

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PART 1: California Charter School Comprehensive School Safety Plan Program Overview

What is the California Charter School Safety Plan Compliance Requirement?

Source: [Comprehensive School Safety Plans: CDE Website](#)

On September 27, 2018, Governor Brown signed into law Assembly Bill 1747 School Safety Plans. The law requires the California Department of Education (CDE) to develop and post on its website best practices for reviewing and approving school safety plans. In 2020–21 the CDE implemented a statewide survey of local educational agencies (LEAs), school safety administrators, and stakeholders to gather information on current practices, challenges, and resources to assist in developing this content.

The California Constitution guarantees California children the right to attend public schools that are safe, secure, and peaceful. The CDE, public school districts, county offices of education (COEs), and schools and their personnel are responsible for creating learning environments that are safe and secure. First responders, community partners, and families play an essential role, as well. Schools must be prepared to respond to emergencies including natural and man-made hazards, and strive to prevent violence and behavior issues that undermine safety and security. CSSPs include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on the school campus and aspects of social, emotional, and physical safety for both youth and adults.

The law requires that each school update and adopt its CSSP by March 1 annually. Effective school safety planning must be a dynamic, ongoing process with plans being reviewed and evaluated regularly, and after critical incidents.

Existing law specifies that school districts and county offices of education are responsible for the overall development of school safety plans. Each school is required to develop a school safety plan that includes procedures, and policies to ensure student and staff safety at a school site. The components of the plan range from procedures for safe ingress and egress of pupils, parents and school employees; to disaster and emergency procedures such as those during and after earthquakes; to behavioral policies such as discrimination and harassment policies.

Specifically, the Comprehensive School Safety Plan must comply with the following:

- The school site council (SSC) or designated safety planning committee has specific responsibilities for their school. *EC* Section 32280(b).
- All staff must be trained on the CSSP *EC* Section 32280.

- Updated school safety plans should be reviewed and practiced regularly by all certificated and classified staff and students, as appropriate.
- The SSC must write and develop the CSSP or may delegate this responsibility to a safety committee made up of Executive Director/designee, teacher, parent of child who attends the school, classified employee, and others. *EC* Section 32281(b)(2).
 - The CDE recommends that committees include students, mental health specialists, nurses, athletic coaches, multilingual community liaisons, food staff and custodians, transportation specialists, local businesses and nonprofits, and/or other stakeholders.
- The SSC/safety planning committee must consult with a law enforcement agency, a fire department, and other first responders each year when updating the CSSP and notify each entity of any updates that occur during the year.
EC Section 32281(b)(3).
- The CSSP must include the following components: *EC* Section 32282(a).
 - Assessment of the current status of school crime or crimes at school-related functions.
 - Child abuse and neglect reporting procedures.
 - Disaster procedures, routine and emergency plans, and crisis response plan with adaptations for pupils with disabilities.
 - Use the Standardized Emergency Management System ([SEMS](#)) as detailed in the California Emergency Services Act 2015.
 - Earthquake emergency procedures.
 - Drop procedure practice must be held once each quarter in elementary; once each semester in secondary schools.
 - All staff are aware and trained.
 - Fire drills *EC* sections 32001–32004.
 - Each school site with two or more classrooms and 50 or more students is required to have a fire alarm system. The *EC* 32002 requires monthly fire drills for elementary and intermediate-level students, and twice-yearly fire drills or secondary students.
 - School building disaster plans for the following situations may include but are not limited to:
 - Bomb threat
 - Bioterrorism/hazardous materials
 - Earthquake
 - Flood
 - Power failure/blackout
 - Intruders/solicitors

- Weapons/assault/hostage
- Explosion
- Gas/fumes
- Procedures to allow a public agency, including American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during an emergency.
- Suspension/expulsion policies and procedures.
- Procedures to notify teachers of dangerous students.
- Discrimination and harassment policy that includes hate crime reporting procedures and policies.
- Schoolwide dress code if it exists, that includes prohibition of gang-related apparel.
- Procedures for safe ingress and egress of students, parents/guardians, and school employees to and from school site.
- Maintenance of a safe and orderly environment conducive to learning at the school.
- Rules and procedures on school discipline.
- Procedures for conducting tactical responses to criminal incidents, including individuals with guns on school campuses and at school-related functions.
 - Procedures to prepare for active shooters or other armed assailants based on specific needs.
- Consult, cooperate, and coordinate with other school site councils or safety planning committees, where practical.
- Schools must annually make available the CDE's online training resources to address and prevent bullying and cyberbullying to certificated staff and all other school site employees who have regular interaction with pupils. *EC Section 32283.5(c)*.
 - The CDE recommends including the school and district bullying/cyberbullying prevention policies and procedures in the CSSP.
- Present the safety plan goals with designated invitees at a public meeting at the school site to allow for public opinions before adopting the plan. *EC Section 32288(b)(1)*.
 - This may occur as part of a regular parent meeting.
- Each school must review, update, and adopt its plan by March 1 every year. *EC Section 32286*.
 - Ensure the plan is properly implemented.
- Each school must forward the adopted plan to the school district or COE for approval. *EC Section 32288*.
 - The CDE recommends the plan be approved by the district or COE at the next board meeting after adoption or as soon as practical before October 15.

- Each school district or COE must annually notify the CDE by October 15 of any schools that have not complied with requirements. *EC* Section 32288.
 - Notify the State Superintendent of Public Instruction (SSPI) in writing and submit by email to SHSO@cde.ca.gov or by regular mail to:
California Department of Education
School Health and Safety Office
1430 N Street, Suite 4309
Sacramento, CA 95814

Note: Do not FAX this notification.

- If the SSPI determines there has been a willful failure to make a required report, the SSPI shall notify the school district or COE in which the willful failure has occurred and make an assessment of not more than \$2,000 against that school district or COE. *EC* Section 32287.
- An updated file of all safety-related plans and materials (with sensitive tactical response information redacted) shall be readily available for inspection by the public, if requested. *EC* Section 3228(2)(d).
 - Safety plans may be posted online or be made available for viewing at the school site administration or reception office.

PART 2: What charter schools are required to include in their school safety plan

Charter Schools must have a school safety plan for each of their campuses, which includes all of the elements in Education Code Section 32282(a)(2)(A)-(K) Effective 1/1/2024.

This includes:

- A process for notifying teachers of dangerous pupils.
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions. The procedures to prepare for active shooters or other armed assailants shall be based on the specific needs and context of each school and community.
- Procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at any activity sponsored by the school, or on a school bus serving the school.
- School safety planning committee must hold a public meeting at the school in order to allow members of the public the opportunity to express an opinion about the school safety plan and provide notice to related organizations.
- Must adopt a plan by March 1.
- Consult with local law enforcement.

AB1747 specifically states the following:

The Charter Schools Act of 1992 provides for the establishment and operation of charter schools, including countywide charter schools, and requires a petition for the establishment of a charter school to contain comprehensive descriptions of various matters and procedures, including procedures that the charter school will follow to ensure the health and safety of pupils and staff.

This bill would require these procedures to also require the development of a school safety plan, as provided, and that the school safety plan be reviewed and updated by March 1 of every year by the charter school. To the extent the bill would impose additional duties on county boards of education, the bill would impose a state-mandated local program.

Specifically, the following sections of charter school law were amended as follows:

SEC. 5. (Establishment of a charter school within a school district) Section 47605 of the Education Code is amended to read:

(6) Commencing January 1, 2003, a petition to establish a charter school shall not be approved to serve pupils in a grade level that is not served by the school district of the

governing board considering the petition, unless the petition proposes to serve pupils in all of the grade levels served by that school district.

(F) The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (H), inclusive, of paragraph (2) of subdivision (a) of Section 32282 and procedures for conducting tactical responses to criminal incidents.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.

SEC. 6. (Establishment of a charter school with a County Board of Education)

Section 47605.6 of the Education Code is amended to read:

(G) The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (H), inclusive, of paragraph (2) of subdivision (a) of Section 32282 and procedures for conducting tactical responses to criminal incidents.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.

(I) The manner in which annual, independent financial audits shall be conducted, in accordance with regulations established by the state board, and the manner in which audit exceptions and deficiencies shall be resolved.

(O) The rights of an employee of the county office of education, upon leaving the employment of the county office of education, to be employed by the charter school, and any rights of return to the county office of education that an employee may have upon leaving the employment of the charter school.

(iv) In accordance with Section 49011, preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

(k) If a county board of education denies a petition, the petitioner shall not elect to submit the petition for the establishment of the charter school to the state board.

SEC. 7.

If the Commission on State Mandates determines that this act contains costs mandated by the state, reimbursement to local agencies and school districts for those costs shall be made pursuant to Part 7 (commencing with Section 17500) of Division 4 of Title 2 of the Government Code.

Summary

In accordance with the amended language cited above, a Charter School Comprehensive School Safety Plan must therefore comply specifically with education code sections 44237, and subparagraphs (A) to (H), inclusive, of paragraph (2) of subdivision (a) of Section 32282. In addition, the plan must include procedures for conducting tactical responses to criminal incidents.

Vision

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

Our administration and staff desire to provide an orderly, caring, and nondiscriminatory learning environment in which students feel comfortable and take pride in their school and their achievements.

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

Students shall have opportunities to voice their concerns about school policies and practices and to share responsibility for solving problems that affect their school. Staff shall encourage and reward success and achievement, participation in community projects, and positive student conduct.

Our school district promotes nonviolent resolution techniques in order to encourage attitudes and behaviors that foster harmonious relations. Staff shall receive training which implements and supports conflict resolution (California Education Code Sections 32230-32239, 35160, 35160.1, 44806).

Connecting Waters Charter Schools remains in compliance with existing laws related to school safety. This manual outlines several elements critical to maintaining a safe school environment.

Assessment of Current Status and Action Plans

Physical Environment

Based on Connecting Waters Charter Schools Annual Student Competency and Well-Being Measures survey, 95% of students feel safe when coming on campus, and an equal number of students feel safe and comfortable confiding in CWCS staff when an issue arises at school or in their personal life.

Goal 1: Connecting Waters Charter Schools is committed to having clean and orderly Resource Centers with buildings and facilities that are well maintained, creating an environment where our students are protected from harm, feel safe and welcome. Connecting Waters Charter Schools is further committed to educating both staff and students on best practice safety standards and practices, to best equip them in their personal and professional lives.

Areas of strength and desired improvements

A. Strengths

1. Staff has undergone training in the use of medicinal intervention devices such as epinephrine auto injectors (Epi-Pens) and Naloxone (Narcan).
2. Staff has undergone training to identify and assist students undergoing various forms of seizures
3. Additional AEDs have been added to each campus to ensure faster response times in the case of sudden cardiac arrest.

B. Areas of desired improvement

1. CWCS is working to offer at-home training and drills, which parents and student can conduct together, to best equip themselves for natural disasters or other un-foreseen circumstances.
2. CWCS is in the process of implementing the Tulare Office of Education's ACTvNET system, to better assist Law Enforcement Agencies in response and efficiency if they were to be called onto campus.
3. CWCS is working to improve our current lockdown buckets, to better facilitate a safe and cohesive environment if staff and students were required to lockdown on campus.

Social-Emotional Climate

Based on Connecting Waters Charter Schools Annual Student Competency and Well-Being Measures survey, 98% of students reported that they enjoy their school and feel that CWCS is a safe place to learn. Nearly 100% of students polled feel that their ES cares about them and they enjoy their learning environment.

Goal 2: Connecting Waters Charter Schools is committed to providing an environment that promotes the social-emotional wellbeing of its students within the parent partnership of school choice, and increasing the percentage of students who are on track to graduate college and career ready.

Areas of strength and desired improvements.

A. Strengths

1. CWCS offers weekly walk-in guidance counselor sessions students, families and staff can utilize to assist in social-emotional wellbeing.
2. CWCS holds staff training on Restorative Practices, to better equip staff to handle conflicts and sensitive situations.

B. Areas of desired improvement

1. CWCS will use opportunities to promote self-confidence and self-esteem in our Tiger Time opportunities and ES conversations with students and families.
2. CWCS's Executive Director and Deputy Director will use opportunities on campus to conduct student feedback surveys to better understand current student feedback

PART 3: Charter School Employee Criminal Record Summary Policy

(EC 47605.6.F.i; EC 44237)

As required by law, all individuals working or volunteering at Connecting Waters Charter Schools will be required to submit to a criminal background investigation. No condition or activity will be permitted that may compromise the School's commitment to the safety and the well-being of students taking precedence over all other considerations. Conditions that preclude working at CWCS include conviction of a controlled substance or sex offense, or a serious or violent felony. Additionally, should an employee, during his/her employment with the CWCS, be convicted of a controlled substance or sex offense, or serious or violent felony, the employee must immediately report such a conviction to the Executive Director.

PART 4: Safety Procedures—Child Abuse Reporting

[EC 47605(6)(F)(ii); EC 32282.(2)(A)]

According to the Education Code (EC § 32282):

(2) Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:

(A) Child abuse reporting procedures consistent with Article 2.5 (commencing with Section 11164) of Chapter 2 of Title 1 of Part 4 of the Penal Code.

(CDE School Safety Plan Compliance Checklist guidance: Include Board policy and site-specific steps.)

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

CWCS will provide annual training on the mandated reporting requirements, using the online training module provided by the State Department of Social Services, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars (\$1,000), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment. By acknowledging receipt of the Employee Handbook, employees acknowledge they are child care custodians and are certifying that they have knowledge of California Penal Code section 11166 and will comply with its provisions.

Professional Boundaries: Staff/Student Interaction Policy

CWCS recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible. Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of school personnel:

A. Examples of PERMITTED actions (NOT corporal punishment)

1. Stopping a student from fighting with another student;
2. Preventing a pupil from committing an act of vandalism;
3. Defending yourself from physical injury or assault by a student;
4. Forcing a pupil to give up a weapon or dangerous object;
5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

B. Examples of PROHIBITED actions (corporal punishment)

1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
3. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff. Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is

to ask yourself, “Would I be engaged in this conduct if my family or colleagues were standing next to me?”

For the purposes of this policy, the term “boundaries” is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust. Some activities may seem innocent from a staff member’s perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to a school administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to thoroughly investigate and report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or when a student appears to be at risk for sexual abuse.

Examples of Specific Behaviors

The following examples are not an exhaustive list:

Unacceptable Staff/Student Behaviors (Violations of this Policy)

- (a) Giving gifts to an individual student that are of a personal and intimate nature.
- (b) Kissing of any kind.
- (c) Any type of unnecessary physical contact with a student in a private situation.
- (d) Intentionally being alone with a student away from the school without prior approval.
- (e) Making or participating in sexually inappropriate comments.
- (f) Sexual jokes.

- (g) Seeking emotional involvement with a student for your benefit.
- (h) Listening to or telling stories that are sexually oriented.
- (i) Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
- (j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

- (a) Remarks about the physical attributes or development of anyone.
- (b) Excessive attention toward a particular student.
- (c) Sending emails, text messages or letters to students if the content is not about school activities

Acceptable and Recommended Staff/Student Behaviors

- (a) Getting parents' written consent for any extra-curricular activity.
- (b) Obtaining formal approval to take students off school property for activities such as field trips or competitions.
- (c) E-mails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
- (d) Keeping the door open when alone with a student.
- (e) Keeping reasonable space between you and your students.
- (f) Stopping and correcting students if they cross your own personal boundaries.
- (g) Keeping parents informed when a significant issue develops about a student.
- (h) Keeping after-class discussions with a student professional and brief.
- (i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
- (j) Involving your supervisor if conflict arises with the student.
- (k) Informing the Executive Director about situations that have the potential to become more severe.
- (l) Making detailed notes about an incident that could evolve into a more serious situation later.
- (m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.

- (n) Asking another staff member to be present if you will be alone with any type of special needs student.
- (o) Asking another staff member to be present when you must be alone with a student after regular school hours.
- (p) Giving students praise and recognition without touching them.
- (q) Pats on the back, high fives and handshakes are acceptable.
- (r) Keeping your professional conduct a high priority.
- (s) Asking yourself if your actions are worth your job and career.

When School Employees are Accused of Child Abuse

Regardless of who child abusers may be, the major responsibilities of mandated reporters are to (1) identify incidents of suspected child abuse, and (2) comply with laws requiring reporting of suspected abuse to the proper authorities. Determining whether or not the suspected abuse actually occurred is not the responsibility of the school employee. Such determination and follow-up investigation will be made by a child protective agency.

Parent/guardians or members of the public accusing school employees of child abuse should be made aware of the ramifications of making false reports and should be provided with information regarding child abuse and child abuse reporting.

Pending the outcome of an investigation by a child protective agency and prior to the filing of formal charges, the employee may be subject to reassignment or a paid leave of absence.

Disciplinary action resulting from the filing of formal charges or upon conviction shall be in accordance with district policies, regulations and/or collective bargaining agreements. The Superintendent or designee should consult with legal counsel in implementing either suspension or dismissal.

PART 5: Safety Procedures Mental Health

CWCS is dedicated to fostering a supportive and caring environment that prioritizes the mental health and well-being of all students, staff, and faculty. This policy aims to create awareness, reduce stigma, and promote mental health education and support throughout the K-12 school community.

Guiding Principles:

Promoting Mental Health: CWCS recognizes the importance of mental health as an integral component of overall well-being. The school is committed to promoting positive mental health practices that contribute to a thriving community.

Education and Awareness: CWCS will provide age-appropriate mental health education programs to increase awareness and understanding of mental health issues among students, staff, and parents. These programs will cover topics such as stress management, emotional resilience, and seeking help when needed.

Reducing Stigma: CWCS is dedicated to creating an environment where seeking mental health support is normalized and free from judgment. Stigmatizing language or behaviors related to mental health will not be tolerated.

Access to Resources: The school will provide information on mental health resources, both within the school community and externally. This includes counseling services, helplines, and community mental health organizations.

Training for Staff: All school staff members will receive training on recognizing signs of mental health issues, providing initial support, and referring individuals to appropriate resources. This training will be updated regularly to ensure staff members are equipped with the latest knowledge and skills.

Crisis Intervention: CWCS will establish clear protocols for responding to mental health crises within the school community. This includes immediate support, communication with parents, and collaboration with mental health professionals.

Student Support Teams: The school will form student support teams comprising teachers, counselors, and other relevant staff to identify and address the unique mental health needs of individual students. These teams will work collaboratively with parents to develop and implement appropriate support plans.

Parental Involvement: CWCS encourages open communication between parents and the school regarding mental health concerns. The school will work collaboratively with parents when student mental health concerns surface.

Confidentiality:

All information related to mental health concerns will be treated with the utmost confidentiality. Disclosures will be shared only with individuals on a need-to-know basis, ensuring the privacy and dignity of those involved. **Although Confidentiality cannot, and will never be, promised to a student.**

Review and Revision:

This policy will be reviewed regularly to assess its effectiveness and relevance. Any necessary revisions will be made to align with best practices and evolving needs within the school community.

By adopting and implementing this Mental Health Awareness Policy, CWCS aims to create a positive and inclusive learning environment, by promoting a culture of understanding, empathy, and proactive support for mental health.

PART 6: Safety Procedures: Opioid Overdose Response Protocol

1. Prevention and Education:

- (a) Implement educational programs for students, staff, and parents on the risks associated with opioid use and overdose.
- (b) Promote awareness of opioid overdose symptoms and the importance of seeking help promptly.

2. Recognition of Opioid Overdose:

a. Common signs of an opioid overdose may include:

- Slow or irregular breathing
- Unresponsiveness
- Pinpoint pupils - Bluish or pale skin

- b. Train staff, including teachers, administrative staff, and school nurses, to recognize these signs.

3. Emergency Response:

- (a) If an opioid overdose is suspected, immediately call emergency services (dial [local emergency number]) for assistance.
- (b) While waiting for emergency services:
 - Ensure the safety of the affected individual and those nearby.
 - Do not leave the person alone.
 - Check for breathing and administer CPR if necessary.
 - If trained, administer naloxone (Narcan) following the provided instructions.

4. Administration of Naloxone (Narcan):

- (a) Designate trained staff members, such as school nurses or designated first aid personnel, to administer naloxone.
- (b) Ensure that naloxone kits are accessible in key locations throughout the school, and that staff members are aware of their locations.
- (c) Train relevant personnel on the proper administration of naloxone, including recognizing symptoms and using the nasal spray or auto-injector as appropriate.

5. Communication and Coordination:

- (a) Establish clear communication channels among staff to ensure a rapid and coordinated response to emergencies.
- (b) Communicate with emergency services, providing information on the situation and any administered naloxone.

6. Confidentiality and Support:

- (a) Respect the privacy and confidentiality of the affected individual.
- (b) Ensure that appropriate support is provided to the student after the incident, including counseling and referral to appropriate healthcare services.

7. Training and Drills:

- (a) Conduct regular training sessions for staff on opioid overdose recognition, response procedures, and the administration of naloxone.
- (b) Practice drills to ensure that staff members are familiar with the protocol and can respond effectively in a real-life situation.

8. Review and Revise:

- (a) Periodically review and update the protocol based on feedback, changes in local regulations, or emerging best practices.

By implementing this Opioid Overdose Response Protocol, CWCS aims to create a safe and prepared environment, ensuring a swift and effective response to potential opioid overdoses within the school community.

PART 7: Procedures for Notification of Immigration Enforcement Confirmed at School Site

The school is committed to maintaining a safe and inclusive campus for all students, ensuring educational equity regardless of immigration status. We adhere to strict federal and state laws, including FERPA and the California SAFE Act (SB 98), which protect student and family privacy. School officials will not collect information regarding a student's or family member's citizenship or immigration status unless required by law, and such status is never a factor for enrollment. Hate crimes, harassment, and bullying based on protected characteristics, including perceived immigration status, are expressly prohibited and will be promptly investigated.

In the event of confirmed immigration enforcement on or near the school site, the priority is to maintain calm, security, and student safety. Upon verification, the site administrator immediately contacts the Executive Director and legal counsel. Formal notification will be issued to parents, guardians, teachers, and all on-site personnel no later than 30 minutes after confirmation, unless doing so poses a safety risk. All communications emphasize the school's commitment to safety, clarify the event, and remind recipients of their rights and privacy protections, without disclosing any personally identifiable information (PII) about affected individuals. Access to school grounds for immigration enforcement requires proper

identification and documentation, and the school will only comply with a valid federal judicial warrant or court order.

PART 8: Instructional Continuity Plan

In response to Senate Bill 153—legislation enacted to ensure continued student learning during emergencies—the Governing Board of Directors of Connecting Waters Charter Schools has developed this Instructional Continuity Plan (ICP). The ICP is designed to guarantee that all students have access to instruction during natural disasters or other emergency events, in compliance with SB 153, Chapter 38, Statutes of 2024, which amended California Education Code Section 32282.

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

As an independent study charter school, we are uniquely positioned to meet educational requirements remotely, allowing instruction to continue without disruption in the event of an emergency. In the event of an on-campus incident involving staff or students, our school will take immediate steps to support the well-being of those affected. CWCS will engage with pupils and their families as soon as practicable, but no later than **five calendar days** following an emergency, Via:

- **Email Listservs**
- **SMS communication**
- **Parent Square App Notifications**

Counseling services will be made available through our contracted provider, and students may be temporarily reassigned to alternate Education Specialists as needed during the recovery period. Instruction will resume as soon as possible after the incident, but no later than **10 instructional days**. During this time, all instruction will be delivered remotely. In-person events will be postponed until a thorough evaluation has been completed, based on the nature of the incident.

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

- **Evacuation orders lifted**
- **Power and utilities functioning**

- **Healthy air quality**
- **Access to safe and clean water**
- **Campus free from debris and hazards**
- **Internet fiber lines connected and functioning**
- **Sufficient staff available**

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

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

CWCS will provide support to pupils and families to enroll in or be temporarily reassigned to another site if there is a need for classroom materials or meeting IEP requirements.

CWCS will evaluate student needs on a case-by-case basis when circumstances exceed the scope of this ICP, including situations involving IEPs, 504 Plans, homelessness, foster care, or English Learner status. Supports and services will be adjusted as needed to ensure continuity of instruction and access to resources.

In the event of unforeseen disruptions—such as power outages or infrastructure damage at the school site and student’s home—flexible communication strategies will be deployed to maintain two-way engagement via portable hotspot and laptop devices. Instructional access and student well-being will remain a priority, with particular attention to academic, mental health, and social-emotional needs.

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

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

- **Annually**, as part of the district’s continuous improvement cycle

- **Following any emergency event or school closure**, to incorporate lessons learned
- **When there are significant changes** to instructional delivery methods, state requirements, or technology infrastructure
- **Based on stakeholder input**, including feedback from students, families, teachers, and community partners

PART 9: Safety Procedures—Routine and Emergency Disaster Procedures

[EC 47605(6)(F)(ii); EC 32282.(2)(B)]

According to the Education Code (EC § 32282):

(2) Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:

(B) Disaster procedures, routine and emergency, including adaptations for pupils with disabilities in accordance with the federal Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12101 et seq.). The disaster procedures shall also include, but not be limited to, both of the following:

(i) Establishing an earthquake emergency procedure system in every public school building having an occupant capacity of 50 or more pupils or more than one classroom. A school district or county office of education may work with the Office of Emergency Services and the Alfred E. Alquist Seismic Safety Commission to develop and establish the earthquake emergency procedure system. The system shall include, but not be limited to, all of the following:

(I) A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of pupils and staff.

(II) A drop procedure whereby each pupil and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.

(III) Protective measures to be taken before, during, and following an earthquake.

(IV) A program to ensure that pupils and both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system.

(ii) Establishing a procedure to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The school district or county office of education shall cooperate with the public agency in furnishing and maintaining the services as the school district or county office of education may deem necessary to meet the needs of the community.

(CDE School Safety Plan Compliance Checklist guidance: Use the Standardized Emergency Management System (SEMS) as detailed in the California Emergency Services Act 8607 and the supporting California Code of Regulations.)

PUBLIC EMPLOYEES ARE DISASTER SERVICE WORKERS

California Government Code Section 3100

All school employees are considered disaster service workers when:

- A local emergency has been proclaimed
- A state emergency has been proclaimed **or**,
- A federal disaster declaration has been made

NOTE: During a declared disaster, school employees are required, by law, to serve as disaster service workers and cannot leave their school site until formally released.

- Certificated employees risk losing their teaching credentials
- Classified employees may be charged with a misdemeanor

POST-DISASTER SHELTERS

Schools are required by both federal statute and state regulation to be available for shelters following a disaster.

- The American Red Cross has access to schools to set up shelters
- Local governments have access to schools to set up shelters
- Plan and make arrangements in advance to assure that you are prepared.

THE PETRIS BILL

California Government Code Section 8607

Requires schools to respond to disasters using the Standardized Emergency Management System (SEMS) by December 1996.

- ICS - (Incident Command System) organizing response efforts into five basic functions: Management, Operations, Logistics, Planning/Intelligence and Finance/Administration
- EOC - (Emergency Operations Center) setting up a central area of control using the five basic functions

- Coordinate all efforts with the operational area (county) EOC, city EOC and county office of education EOC
- Incorporation of SEMS into all school plans, training and drills
- Documentation of the use of SEMS during an actual emergency

HOMELAND SECURITY PRESIDENTIAL DIRECTIVE HSPD-5

February 28, 2003

On February 28, 2003, President George W. Bush issued Homeland Security Presidential Directive 5 (HSPD-5). HSPD-5 directed the Secretary of Homeland Security to develop and administer a National Incident Management System (NIMS).

HSPD-5 requires Federal departments and agencies to make the adoption of NIMS by state and local organizations a condition for Federal preparedness assistance (grants, contracts and other activities) by Fiscal Year 2005.

NIMS training requirements: All school employees (as designated Disaster Services Workers) are to complete [ICS100](#), [ICS200](#) and [IS700](#).)

USING SEMS AND NIMS IN YOUR SCHOOL - AN OVERVIEW

Within SEMS (Standardized Emergency Management System) and NIMS (National Incident Management System), an emergency response organization, known as the Incident Command System (ICS), consists of five Sections:

Management: responsible for policymaking with respect to disaster planning and preparedness and for the overall coordination of emergency response and recovery activities. This section has four members, the EOC Director/Incident Commander (IC), the Public Information Officer (PIO), the Safety Officer, and the Liaison Officer (LO). In short: they are *the leaders*.

Planning/Intelligence: responsible for creating the action plans and checklists that will be used by all of the sections during crisis response and recovery. The section is comprised of two teams: the Situation Status Team and the Documentation Team. During an emergency, these teams gather, analyze, disseminate, and record

information critical to the functioning of the Management Section. Planning/Intelligence are often referred to as ***the thinkers***.

Operations: responsible for response preparedness of the Assembly/Shelter, Communications, Crisis Intervention, Light Search and Rescue, First Aid, Student Release/Staff Accounting, and Maintenance/Fire/Site Security Teams. During a disaster, this section directs response activities of all of these teams and coordinates that response with the Management Section. These folks represent ***the doers***.

Logistics: prior to a disaster, this section is in charge of creating a transportation plan, and ensuring that there are adequate supplies of food, water, and equipment for crisis response. During an emergency, the section's two teams, the Supplies/Staffing Team and the Transportation Team provide services, personnel, equipment, materials, and facilities, as needed. They are ***the getters***.

Finance/Administration: in charge of creating policies and procedures for documenting costs associated with emergency response. This section has one team, called the Recordkeeping Team. During a disaster, they activate contracts with vendors, keep time records, track receipts, and account for expenditures. Their efforts make it possible for schools to reclaim costs associated with response and recovery activities from the state. They also gather all paperwork and documentation at the end of the incident for inclusion in the After Action Report (AAR). They are called ***the payers***.

THE EMERGENCY OPERATIONS CENTER

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

A Word About Unified Command

The control of and response to emergencies is the sole responsibility of the site teams *until* first responders arrive. Once they arrive, the incident command transitions to ***"Unified Command."*** This transition is immediately facilitated by an on-site briefing of first responders by the. Following the initial briefing, the site's Incident Commander (IC) will begin to work closely with representatives of each response agency to plan and carry out response activities. Other employees may be asked to participate as well, depending upon the incident at hand and the

available staffing of emergency responders. All staff should be prepared to participate if necessary.

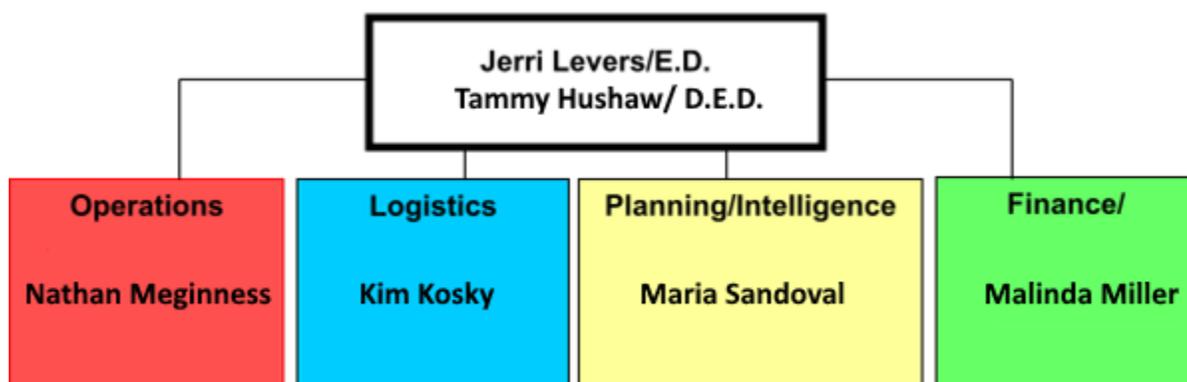
In the EOC (Emergency Operations Center), this means that first responder representatives will essentially be running response activities in consultation with the organization's Management Staff and Section Chiefs. In the field, Team Leaders and Team Members will work alongside first response teams,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

The Dual Role of the School Office

- The school must organize to respond to incidents that occur at their location
 - Ensure that the school has a functional Emergency Action Plan
 - Ensure that school staff are trained and well prepared

- The school office must also organize to provide support when the incident happens at school sites within the organization
 - Provide leadership
 - Provide assistance with response and recovery, when needed
 - Ensure that school staff are trained and well prepared
 - Ensure that each school has a functional Emergency Operations Plan

Connecting Waters Charter School INCIDENT COMMAND SYSTEM AND DIVISION OF LABOR*



On-Site Staff may be designated under these roles as needed*

Divisions of Labor

Each one of the five functions have certain roles and responsibilities during a disaster or school emergency. The Management Section oversees response activities in consultation with the Chiefs of the Operations, Logistics, Planning/Intelligence, and Administration/Finance Sections. Each of these sections in turn, has a team or teams tasked with implementing very specific components of the emergency response plan.

The following Standard Operating Procedures have been developed to address a multitude of incidents that could occur at your location. This is a living document that should be updated and modified as additional information is acquired. A hazard assessment should be conducted to identify specific areas of concern for your location in order to maximize the number of response situations included in this plan.

EVACUATION PROCEDURES

Earthquakes, fire, bomb threats, hazardous chemical spill, or an incident on or near campus are just a few examples of an emergency incident situation that may require that portions of a building or an entire school building be evacuated.

The building Emergency Preparedness Committee should identify evacuation areas on site and alternative off-sites areas should it be necessary to evacuate.

A safe evacuation route must be able to accommodate moving a large number of people, while not exposing employees to danger. The location and type of emergency necessitates evaluation and possible adjustments to the usual evacuation routes. This evaluation will determine if the building should be evacuated in segments or if stationing a person at certain exits is necessary so that staff can be rerouted away from danger.

The movement of staff out of buildings requires accounting for every employee. In order to account for staff, work area supervisors must have available employee lists so that missing or extra staff can be reported immediately to the Command Posts (school; law enforcement; fire). When evacuating their work area, work site supervisors must bring with them the location roster and emergency supplies.

Adaptations for Students with Disabilities in Emergency Situations

In compliance with California Education Code § 32282 and the Americans with Disabilities Act (ADA), our school ensures that emergency response procedures accommodate the unique needs of students with disabilities. The School Safety Team will coordinate with special education staff to ensure the following:

- **Evacuation Procedures:** Upon Request to the Deputy Executive Director, Individualized evacuation plans will be developed for students with mobility impairments, sensory disabilities, and communication needs.

- **Shelter-in-Place Procedures:** Designated safe areas will be accessible, and staff will be trained on necessary supports for students requiring additional assistance.
- **Emergency Communication:** Alternative alert systems (e.g., visual, tactile, auditory) will be provided for students who are deaf/hard of hearing or blind/visually impaired.
- **Behavioral Support:** Emergency plans will consider the needs of students with autism, emotional disturbances, or other disabilities that may affect their response to alarms or unexpected situations.
- **Staff Training:** All school staff will be trained in the implementation of emergency accommodations for students with disabilities, as outlined in students' IEPs and 504 Plans.
- **Collaboration & Drills:** The school will conduct inclusive emergency drills and ensure coordination between general and special education staff.

During an evacuation, the following procedures must be followed:

- ✓ Move staff, students, and any other persons on campus, to the designated Evacuation Area.
- ✓ Designated staff will be trained on using the Evacuation Chair to assist any disabled student to the designated Evacuation Area.
- ✓ Take roll by completing Staff Accountability Form
- ✓ Runners collect Staff Accountability Report from classroom or work areas.
- ✓ If an employee has an assignment on the Emergency Management Team Organizational Chart, report to the Command Post (CP) and sign in.
- ✓ Report to Incident Commander (IC) for briefing and assignment.

PROCEDURES FOR CONDUCTING A “SIZE-UP”

A “**SIZE-UP**” is a nine-step continual data gathering process that determines if it is safe to perform a certain emergency task, whether fire suppression, search and rescue, facilities assessment, etc. A size-up enables first responders to make decisions and respond appropriately in the areas of greatest need. The nine steps in a “**size-up**” are:

1. Gather Facts:

- What has happened?
- How many people are involved?
- What is the current situation?
- Does the time of day or week affect this situation?
- Do weather conditions affect the situation (e.g. forecast, temperature, wind, rain)?

- What type(s) of structures are involved?
- Are buildings occupied? If yes, how many?
- Are there special considerations involved (e.g. children, elderly, disabled)?
- Are hazardous materials involved at or near the situation? ● Are other types of hazards likely to be involved?

2. Assess and Communicate the Damage:

- Take a lap around each building and try to determine what has happened, what is happening now, and what may happen next.
- Are normal communications channels functioning (e.g. ICS, radios, e-mail, phones)?

3. Consider Probabilities:

- What is likely to happen?
- What is the worst-case scenario?

4. Assess Your Own Situation:

- Are you in immediate danger?
- Have you been trained to handle this situation?
- What resources are available which can assist with your current situation?

5. Establish Priorities:

- Are lives at risk? Remember, life safety is the first priority!
- Can you and available resources handle this situation SAFELY without putting others at risk?
- Are there more pressing needs at the moment? If yes, what are they?

6. Make Decisions:

- Base decisions on the answers to Steps 1 through 3 and the priorities that your team has established.
- Where will deployment of resources do the most good while maintaining an adequate margin of safety?

7. Develop an INCIDENT ACTION PLAN:

- Develop a plan that will help you accomplish your priorities.

- Simple plans may be verbal, but more complex plans should always be written.
- Determine how personnel and other resources should be deployed.

8. Take Action:

- Execute your plan, documenting deviations and status changes so that you can accurately report the situation to first responders, the Incident Command Post, the EOC (Emergency Operations Center), or other agencies that respond to the scene (e.g. fire, law enforcement, medical, media, coroner, parents).

9. Evaluate Progress:

- At reasonable intervals, evaluate your progress in accomplishing the objectives in the plan of action (Incident Action Plan) to determine what is working and what changes you may have to make to stabilize the situation.

FIRE/EXPLOSION

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

FIRE DRILL PROCEDURES

- NO advance notice of fire drills should be given to building occupants.
- All drills shall be conducted using the same procedures that would be followed in case of an actual fire.
- As per FC 403.4.1 The first emergency evacuation drill of each school year shall be conducted within 10 days of the beginning of classes
- Fire drills should be conducted at different hours of the day.
- Prior to conducting the drill, Call the Fire Department non-emergency number to advise that this is only a drill.
- An appropriate number of staff members should know how to reset the fire alarm.
- Keep documentation for each drill and record notable events for future consideration/improvement.
- As per FC 403.4.2 Fire drills for elementary and intermediate level students will be held no less than once per calendar month. Fire drills for secondary students will be held twice per year.

POSTING OF EVACUATION ROUTES

- A map, showing the primary and secondary evacuation routes shall be posted inside each room. The evacuation map shall have the office location highlighted and be

placed on the wall so that an arrow indicating the exit route is pointing in the direction of the exit from the room.

- The map shall be labeled “**EVACUATION PLAN**” in bold letters and prominently posted in hallways, offices, bathrooms, cafeterias, lounges.

FIRE/EXPLOSION CHECKLIST

- If fire or smoke is detected, or a burning odor is sensed, pull the closest fire alarm to initiate building evacuation procedures.
- Call (**911**) to report all known information about the incident.
- Site administration should assign a recorder to begin documentation of the event.
- Before leaving a work area, the work area supervisor or their designee should make sure all windows are closed.
- Procedures for anyone with special-needs should be planned in advance and practiced.
- Administration should initiate the Incident Command System (ICS) and the designee assumes the role of the Incident Commander (IC) and establishes a Command Post (CP) staging area.
- Supervisors are to complete the Staff Accountability Report.
- Data collected from the **Staff Accountability Form** will determine if the Incident Commander needs to activate additional portions of the ICS, such as First Aid, Medical, Search and Locate/Rescue, etc.
- Establish contact with fire and law enforcement agencies.
- The fire department will give clearance to site administration when it is OK for staff to re-enter the building or an alternative plan if the building will not be able to be occupied.

EARTHQUAKE

An earthquake’s effect on facilities will vary from building to building. Fire alarm or sprinkler systems may be activated by the shaking. Elevators and stairways will need to be inspected for damage before they can be used. Another major threat during an earthquake is from falling objects and debris. Injuries may be sustained during the earthquake while evacuating the building(s) or upon re-entry. Use the following guidelines/procedures to manage the incident:

As per EC. 32282 an Earthquake Drop Procedure will be held quarterly for Elementary students and once per semester for Secondary students. These drills will occur on the 17th of every quarter month, at 10:15, in honor of the great shakeout.

IF INDOORS

- **DROP, COVER AND HOLD ON** by getting under a desk or table. Protect eyes, head and neck with your arms, a pillow, a book, or whatever is available.

- Instruct students in wheelchairs to lock their wheels and remain seated until the shaking stops.
- Move away from windows and objects that could fall.
- Stay under a desk or table until shaking stops.
- Listen for emergency instructions.
- Evacuate building if necessary and stay away from buildings, utility poles and large objects while transferring to the assembly area.
- Account for all staff using the Staff Accountability Report.

IF OUTDOORS

- Move away from buildings, utility poles and large objects.
- Avoid all downed electrical lines.
- Do not touch any wire or any metal objects.
- Sit down in a safe area.
- Move to the assembly area and begin accounting for all staff.

IN VEHICLE:

- Stop the vehicle in a safe location away from power lines, overpasses or buildings.
- Stay in the vehicle and establish telephone contact with the School office.

GENERAL GUIDELINES (AFTER THE QUAKE):

- Be prepared for aftershocks and ground motion.
- Evaluate immediate area for earthquake related hazards (fire, building collapse, gas leaks, downed electrical lines, wires, etc.).
- Account for all staff.
- Activate necessary portions of the ICS in collaboration with the site emergency team.
- Determine injuries and provide basic first aid via Medical/First Aid Group.
- Call **911** if there is a major emergency that is life threatening. You may not get a response from 911 if a major disaster has occurred affecting a large local area. **As we have been warned, we may be on our own for several hours or days.**
- Establish communication with your Supervisor and Incident Commander
- Assist any law enforcement or fire units that may respond to your site.
- Control internal and external communications, including contact with school sites and city agencies by use of telephones, cell phones, radios, runners, e-mail, text messages, or other means.
- Refer all media inquiries to the Public Information Officer (PIO).

- In communication with the school sites, assess the overall situation, how long students and staff might be at school, how supplies might be distributed and sheltering of students and staff.

DEATH AND/OR SUICIDE

Death at a school is rare; however, you should be prepared in the event of a death whether it be caused by earthquake, explosion, building collapse, fire, choking, heart attack, seizure, or an incident such as a shooting/stabbing, fight, suicide, etc.

Organizations should also be prepared for the sudden, unexpected death of a staff member or a family member that does not occur on the school campus (automobile accident, sudden death, drive by shooting, gang violence, etc.).

Guidelines to utilize in the event of a death are outlined below.

DEATH OCCURS AT SCHOOL

- Call 911. Identify your address and briefly outline the emergency and location on campus.
- Notify the school administration.
- Activate the Incident Command System (ICS) if necessary and contact the school Emergency Management Team. Assign staff as needed.
- Notify the Executive Director's office.
- Isolate other staff from the scene.
- If there is a death, do not move the body. Law enforcement will contact the coroner's office so that the body can be removed, and any personal items of the victim can be returned to family or secured as evidence.
- DO NOT disturb or touch anything if the event is declared a crime scene.
- Secure area with yellow caution tape and assign staff to guard area.
- Gather all witnesses and place them in a secure location. Tell witnesses not to discuss any part of their observations until law enforcement arrives to interview or release them. Assign staff to monitor witnesses.
- Consider the impact on staff. Activate the Crisis Response Team as appropriate.
- If the deceased is an employee, the school must notify Cal-OSHA (**Modesto District Office Phone 209-545-7310**) within the 8-hour time requirement. Law enforcement or fire department may inform you they will contact Cal-OSHA; however, the school still must make certain it calls Cal-OSHA.
- Monitor staff emotional responses. Following a death there may be:

✓ Self-referrals

- ✓ Parent referrals
 - ✓ Reports and concerns expressed by relatives or good friends
 - ✓ Students who have experienced a recent loss.
- Develop a list of students and staff members that are having emotional symptoms.

CHEMICAL RELEASE/HAZARDOUS MATERIAL SPILL

A chemical release or hazardous material spill could affect one classroom, an entire worksite or larger area.

HOW SHOULD THE SCHOOL OFFICE PREPARE?

- The Emergency Management Teams should discuss and review plans to “Shelter in Place” or to “Evacuate the Area” using an alternative evacuation staging area.
- Staff should be trained to know what type of Personal Protective Equipment (PPE) and clothing to wear when handling hazardous material. The type of PPE to be worn, if any, is contained in the Safety Data Sheet (SDS).
- Staff utilizing or handling any hazardous material, should know the symptoms of exposure, emergency first aid and treatment for exposure.
- All hazardous materials should be stored in a manner prescribed on the SDS.

HOW SHOULD THE SCHOOL OR DISTRICT RESPOND?

If a hazardous spill or chemical release occurs within any area of the school office, immediately notify **911**. Inform the dispatcher of your school/address and a brief summary of the problem including the name of the hazardous material/chemical, location of the spill and a report of any injuries, illnesses, fire, explosion, etc.

- Approach incident from upwind.
- Stay clear of all spills (vapors, fumes, smoke, fire, possibility of explosion, other).
- Notify Executive Director
- Activate necessary portions of Incident Command System (ICS) and appoint Incident Commander. Expand ICS as needed and make necessary assignments appropriate to the incident.
- Begin documentation of events.
- The situation or advice from law enforcement, fire department or a hazardous materials unit deployed to the scene of the spill will determine whether to “Shelter-In-Place” or to “Evacuate” the building. If evacuation is ordered, instruct staff to always move crosswind and upwind. Never move downwind into a chemical. To check wind direction, look at movement of trees or flags.
- If “Sheltering-In-Place”, if possible, shut off all air-conditioning and heating units. Close all windows and door openings and try to seal gaps under doorways and windows with wet cloth or towels.
- Close all shades or drapes. Instruct staff to stay away from windows.
- If gas or vapors have entered the building, take shallow breaths through a cloth or towel.

- Keep telephones lines clear for emergency calls.
- If an evacuation is ordered, follow all instructions.
- Upon reaching an alternative evacuation area, take head count and report missing or ill staff to Incident Commander and/or law enforcement.

MEDICAL EMERGENCY

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

SOME EMERGENCY PREVENTION/PREPAREDNESS GUIDELINES

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

WHAT TO DO IF A MEDICAL EMERGENCY OCCURS

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

CARDIAC ARREST RESPONSE

In the event of a **sudden cardiac arrest** on campus, the following procedures will be followed:

- **Immediate Emergency Activation**
 - Call 911 and report a suspected cardiac arrest.
 - Assign a staff member to meet and direct emergency responders.
- **Initiation of CPR**
 - Begin **Cardiopulmonary resuscitation (CPR)** immediately if the individual is unresponsive and not breathing normally.
 - Use **hands-only CPR** if trained personnel are not immediately available.
- **Use of AED**
 - Retrieve and use the nearest on-campus **Automated External Defibrillator (AED)** as quickly as possible.
 - Follow AED voice prompts until emergency responders arrive and take over care.
- **Training & Drills**
 - Designated staff shall receive training in CPR and AED use.
 - The school will conduct periodic cardiac emergency response drills to maintain readiness.

GAS ODOR/LEAK

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

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

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

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

GAS ODOR OR LEAK INSIDE A BUILDING

- Evacuate the building(s) and move to a safe assembly area as far away as possible from the targeted building.
- Assign Emergency Management Team members to direct students/staff evacuating other buildings to stay away from the building with odor/leak.
- If necessary, activate the Incident Command System and establish Command Post.
- Begin completing Staff Accountability Report.
- Report any missing students and staff to the Command Post.

- Assign a liaison to interact with the Fire Department, Gas Company or law enforcement.

IF GAS ODOR OR LEAK IS DETECTED OUTSIDE THE BUILDING

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

SHELTER-IN-PLACE PROCEDURES

Why You Might Need to Shelter-In-Place

Chemical, biological, or radiological contaminants may be released accidentally or intentionally into the environment. Should this occur, information will be provided by local authorities, TV or radio on how to protect students/staff. Because information will most likely be provided on television and radio, it is important to keep a TV or radio on, even during the workday or instructional time. The important thing is for you to follow instructions of local authorities.

Following Are Actions to Follow at Your Worksite:

- Follow reverse evacuation procedures to bring students and staff indoors.
- If there are visitors in the building, provide for their safety by asking them to stay. When authorities provide directions to “shelter-in-place”, they want everyone to take those steps now, where they are, and not drive or walk outdoors.
- Provide for answering telephone inquiries by having at least one telephone available in the room selected to provide shelter for the Office Manager, or the person designated to answer these calls. This room should also be sealed. Walkie-talkies will be used to communicate among all rooms where staff are sheltering-in-place.
- Ideally, provide a way to make announcements over the public address system from the room where the site administrator takes shelter.
- Provide directions to close and lock all windows, exterior doors and any other openings to the outside.
- If there is danger of an explosion, direct that window shades, blinds, or curtains be closed.
- Have employees familiar with the building’s mechanical system turn off all fans, heating and air conditioning systems. Some systems automatically provide for exchange of inside air with outside air – these systems, in particular, need to be turned off, sealed, or disabled.
- Gather essential disaster supplies, such as nonperishable food, bottled water, battery-powered radios, first aid supplies, flashlights, batteries, duct tape, plastic sheeting and plastic garbage bags.

- Designate interior rooms(s) above the ground floor with the fewest windows or vents. The room(s) should have adequate space for everyone to be able to sit in. Avoid overcrowding by selecting several rooms if necessary. Large storage closets, utility rooms, meeting rooms, or conference rooms without exterior windows will also work well.
- Call emergency contacts and have the phone available if you need to report a life-threatening condition.
- Bring everyone into the rooms that have been designated. Shut and lock the door.
- Use duct tape and plastic sheeting (heavier than food wrap) to seal all cracks around the doors and any vents into the room. Consider pre cutting plastic sheeting to seal windows, doors, and vents. Each piece should be several inches larger than the space you want to cover so that it lies flat against the wall or ceiling/. Label each piece with the location of where it fits.

EXTENDED POWER LOSS/BLACKOUT

In the event of extended power loss to a facility certain precautionary measure should be taken depending on the geographical location and environment of the facility:

- Unnecessary electrical equipment and appliances should be turned off in the event that power restoration would surge causing damage to electronics and affecting sensitive equipment.
- Facilities with freezing temperatures should turn off and drain the following lines in the event of a long-term power loss.
 - Fire sprinkler system
 - Standpipes
 - Potable water lines
 - Toilets
- Add propylene-glycol to drains to prevent traps from freezing
- Equipment that contain fluids that may freeze due to long term exposure to freezing temperatures should be moved to heated areas, drained of liquids, or provided with auxiliary heat sources.

Upon Restoration of heat and power:

- Electronic equipment should be brought up to ambient temperatures before energizing to prevent condensate from forming on circuitry.
- Fire and potable water piping should be checked for leaks from freeze damage after the heat has been restored to the facility and water turned back on.

GUIDELINES FOR SPEAKING TO THE MEDIA

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

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

****SAMPLE PRESS RELEASE****

Event: EARTHQUAKE Date: MARCH 1, xxx Release 001 #: _____
Time: 8:00 A.M. _____

TITLE OF RELEASE: LARGE EARTHQUAKE CAUSES MODERATE DAMAGE TO ELEMENTARY SCHOOL IN GENERIC COUNTY

FOR IMMEDIATE RELEASE

EXAMPLE.....At 5:25 a.m. on March 1, 2006 an earthquake measuring 7.2 on the Richter Scale caused moderate damage to the ELEMENTARY SCHOOL located at 1234 Anywhere Blvd. in Pleasantville, CA. There are no reports of injuries available. Search and Rescue crews are searching the building at this time. Roadways leading to the school site have been damaged and an overpass on Hwy. 101 leading to the school has been damaged and is closed. The public is asked to remain clear of the area to allow emergency responders to access the site. Parents are asked NOT to go to the school as this will hamper rescue efforts.

School Districts throughout the county are instructed to call in to the County Office of Education at -(XXX) XXX-XXXX - to report any damage or injuries to their own buildings or their school sites following established school closure procedures.

Due to the magnitude of the earthquake and the damage throughout the county, the County Operational Area Emergency Operations Center has been activated. Additional information can be obtained by calling the Op Area Public Information Hotline at XXX-XXXX.

Further details will be provided when available.

Next Scheduled Release: As needed

PART 10: Safety Procedure Pesticide/Toxic Substance Release Response Policy for Connecting Waters Charter Schools

Purpose:

This policy is established to safeguard the health and well-being of students, staff, and visitors in the event of a pesticide or toxic substance release within a quarter mile of the school premises. The objective is to ensure prompt and effective response measures to minimize potential health risks and environmental impact.

Notification Procedures:

Immediate Notification:

- In the event of a pesticide or toxic substance release within a quarter mile of the school, the responsible party, whether it be a neighboring entity, government agency, or private organization, must immediately notify the school administration.

Emergency Contacts:

- Maintain a current list of emergency contacts, including local emergency response agencies, environmental agencies, and relevant authorities. Ensure that these contacts are readily accessible to school administration.

School Response:

Evacuation Procedures:

- If the release poses an immediate threat to the health and safety of students, staff, or visitors, the school will implement evacuation procedures in accordance with the established emergency response plan.

Shelter-in-Place Protocols:

- If evacuation is not deemed safe or practical, Connecting Waters will implement shelter-in-place protocols to minimize exposure. This may include sealing doors and windows, turning off ventilation systems, and moving individuals to designated safe areas within the building.

Communication with Parents and Guardians:

- Connecting Waters will communicate promptly with parents and guardians, providing information about the incident, the actions being taken, and any precautions they should follow.

Medical Assistance:

- In the event of exposure or health concerns, Connecting Waters will seek immediate medical assistance for affected individuals. Emergency medical services will be contacted, and parents will be notified as appropriate.

Environmental Impact Assessment:

Collaboration with Authorities:

- Connecting Waters will collaborate with local environmental agencies to assess the impact of the pesticide or toxic substance release on the school premises. This may include air and water quality testing.

Temporary Closure:

- If the release has the potential to adversely affect the school environment, temporary closure may be implemented until the premises are deemed safe for occupancy.

Documentation and Reporting:

Incident Documentation:

- Maintain thorough documentation of the incident, including notifications, response actions, communications, and any follow-up activities.

Reporting to Authorities:

- Comply with all legal requirements for reporting the incident to relevant environmental and health authorities.

Review and Training:

Regular Review:

- Regularly review and update this policy in collaboration with local authorities and environmental agencies to ensure its effectiveness and compliance with applicable laws and regulations.

Training:

- Conduct regular training and drills to ensure that school staff are familiar with the procedures outlined in this policy and can respond effectively in the event of a pesticide or toxic substance release.

PART 11: Emergency Shelter Activation Procedures for Connecting Waters Charter School Buildings

When a school site is used by the American Red Cross or any other organization as an emergency shelter, it's essential to have clear protocols in place to ensure the safety, well-being, and efficient operation of the shelter. Below are key protocols that a school might need in such a situation:

Activation Protocol:

- Connecting Waters Charter School will clearly define the circumstances and criteria for the activation of Connecting Waters Charter School as an emergency shelter.
- Connecting Waters Charter School will outline the process for initiating the activation, including whom has the authority to make the decision.

Communication Plan:

- The agency using the building shall establish a communication plan to notify school administrators, staff, and relevant stakeholders about the activation of the emergency shelter.
- Both parties will provide contact information for key personnel involved in the shelter operation.

Facility Readiness: Connecting Waters Charter School, in cooperation with the agency using the school, will:

- Develop a checklist to ensure that the school facilities are prepared for use as a shelter, including inspections of safety systems, utilities, and general infrastructure.
- Specify the areas of the school that will be used for shelter purposes.

Resource Allocation:

- The agency using the building shall establish a system for tracking inventory used (if any) while the school is being used as an emergency shelter.

Staffing and Roles: The agency using the building, with cooperation from the school, shall:

- Outline staffing plans with roles and responsibilities for school staff, American Red Cross personnel, and volunteers.

Security Measures: The agency using the building, with cooperation from the school, shall:

- Implement security protocols to ensure the safety of shelter residents, staff, and school property.
- Specify access control measures and procedures for handling security incidents.

Logistical Operations: The agency using the building, with cooperation from the school, shall:

- Detailed procedures for the registration of shelter residents and the overall operation of the shelter.
- Establish protocols for managing special needs populations and accommodating individuals with disabilities.

Health and Safety Guidelines: The agency using the building, with cooperation from the school, shall:

- Provide health and safety guidelines for shelter residents, staff, and volunteers.
- Outline procedures for managing medical emergencies and coordinating with local health authorities.

Community Outreach and Information: The agency using the building, with cooperation from the school, shall:

- Develop plans for community outreach to inform the public about the availability of the shelter.
- Establish methods for disseminating information about shelter services, hours of operation, and any specific rules or guidelines.

Post-Emergency Deactivation: The agency using the building, with cooperation from the school, shall:

- Clearly define procedures for deactivating the emergency shelter when it is no longer needed.
- Outline steps for returning the school facilities to their normal function and conducting post-shelter assessments.

Documentation and Reporting:

- The agency using the building shall maintain detailed records of shelter operations, including the number of residents, resources used, and any incidents that occurred.
- Connecting Waters will establish a reporting mechanism to communicate regularly with relevant authorities and stakeholders.

These protocols are crucial for facilitating a well-organized and effective response when a school site is used as an emergency shelter. Regular review and updates to these protocols are essential to account for changes in personnel, regulations, and community needs.

PART 12: Safety Protocols: Walkie Talkie Protocols

Objective:

This policy outlines the guidelines and procedures for the use of walkie-talkies by staff members. The purpose is to establish a reliable communication system to enhance safety, security, and operational efficiency within the school environment.

Scope:

This policy applies to all staff members, including teachers, administrators, custodial staff, security personnel, and any other designated individuals authorized to use walkie-talkies on school premises.

Issuance and Responsibility:

- a. Walkie-talkies will be assigned by the school administration to individual work stations throughout each school site.
- b. Staff members using walkie-talkies are responsible for their proper use, care, and recharging.

Professional Communication:

- a. Walkie-talkies are to be used for professional and school-related communication purposes only.
- b. The use of walkie-talkies for personal or non-school related conversations is strictly prohibited.

Regular Checks:

- a. Staff members are responsible for checking the functionality of their assigned walkie-talkies regularly.
- b. Malfunctioning or damaged walkie-talkies should be reported to the school administration for repair or replacement.

Battery Management:

Walkie-talkies should be charged regularly to ensure they are operational when needed. Spare batteries should be available, and staff members are encouraged to replace batteries proactively.

Unauthorized Use:

Walkie-talkies are for official school use only. Unauthorized use, including lending to non-staff members, is strictly prohibited. Unauthorized possession or use may result in disciplinary action.

Lost or Stolen Walkie-Talkies:

Staff members are required to report lost or stolen walkie-talkies immediately to the school administration. The school administration will conduct an investigation, and appropriate action will be taken based on the circumstances.

Training Programs:

All staff members issued walkie-talkies will receive training on proper usage, emergency procedures, and communication protocols. Refresher training sessions will be conducted periodically or whenever new protocol has been issued.

Review and Updates:

This policy will be reviewed annually and updated as needed. Any changes to the policy will be communicated to relevant school staff.

PART 13: Safety Procedures—Suspension/Expulsion Policies/ Procedures

[EC 47605(6)(F)(ii); EC 32282.(2)(C)]

According to the Education Code (EC § 32282):

(2) Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:

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

(CDE School Safety Plan Compliance Checklist guidance: Refer to Board Policy, include site-specific steps, if needed.)

Connecting Waters Charter School Suspension and Expulsion Procedures CWCS Board Approved 6/11/2024

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and well-being of all students at the Charter Schools. In creating this policy, Connecting Waters Charter Schools ("CWCS" or "the Charter Schools") have reviewed Education Code Section 48900 et seq. which describes the offenses for which students at non-charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 et seq. The Charter Schools are committed to annual review of policies and procedures surrounding suspensions, expulsions,

and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter Schools' policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. The Charter Schools staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations.

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

The Charter Schools administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary disenrollment policies and procedures. The notice shall state that this Policy and its Procedures are available upon request at the Executive Director's office.

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

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

No student shall be involuntarily removed by the Charter Schools for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall

be in the native language of the student or the student's parent/guardian and shall inform the student, and the student's parent/guardian of the basis for which the student is being involuntarily removed and the student's parent/guardian's, right to request a hearing to challenge the involuntary removal. If a student's parent/guardian requests a hearing, the Charter Schools shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/ guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Policy

The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

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; or d) during, going to, or coming from a school-sponsored activity.

Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended when it is determined the student: Caused, attempted to cause, or threatened to cause physical injury to another person.
 - a. Willfully used force or violence upon the person of another, except self-defense.
 - b. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - c. 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.
 - d. Committed or attempted to commit robbery or extortion.
 - e. Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.
 - f. Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
 - g. 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 the student's own prescription products by a student.
 - h. Committed an obscene act or engaged in habitual profanity or vulgarity.
 - i. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

- j. Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.
- k. 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.
- l. 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.
- m. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- n. 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 student. For purposes of this section, "hazing" does not include athletic events or school sanctioned events.
- o. Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. For purposes of this policy, "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 their own safety or for their immediate family's safety, or for the protection of school property, which includes, but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- p. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, 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 provision shall apply to students in any of grades 4 to 12, inclusive.
- q. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This section shall apply to students in any of grades 4 to 12, inclusive.
- r. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and

invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

- s. 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 their age, or for a person of their 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 their physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with their academic performance.
- iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School. “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

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

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

iii. An act of cyber sexual bullying.

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

of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, "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.

2) 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.

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

u. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student 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 Executive Director or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended when it is determined the student:

a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had

obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

- b. Brandished a knife at another person.
 - c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
 - d. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.
3. Discretionary Expellable Offenses: Students may be recommended for expulsion 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, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e. Committed or attempted to commit robbery or extortion.
 - f. Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.
 - g. Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
 - h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
 - i. Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k. Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.
 - l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

- m. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o. Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student 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 student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
- p. Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. For purposes of this policy, "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 their own safety or for their immediate family's safety, or for the protection of school property, which includes, but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- q. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, 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 provision shall apply to students in any of grades 4 to 12, inclusive.
- r. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This section shall apply to students in any of grades 4 to 12, inclusive.
- s. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) rights by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

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

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

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their 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 their physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with their academic performance.
- iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

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

i. A message, text, sound, video, or image. ii. A post on a social network Internet Web site including, but not limited to:

- a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
- b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed that the student was or is the student who was impersonated.
- c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

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

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

- u. A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3) (a) – (b).
- v. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student 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 Executive Director or designee’s concurrence.

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

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

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

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

The Charter School will use the following definitions: The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing;

(C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

- The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such a term does not include an antique firearm.
- The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb, (B) grenade, (C) rocket having a propellant charge of more than four ounces, (D) missile having an explosive or incendiary charge of more than one-quarter ounce, (E) mine, or (F) device similar to any of the devices described in the preceding clauses.

Suspension Procedure

Suspensions of fewer than 10 days for a single event shall be initiated according to the following procedures:

1. Conference

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

The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger

to the lives, safety or health of students or Charter Schools personnel. If a student is suspended without this conference, both the parent/guardian (for students under age 18) and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student 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 student for failure of the student's parent or guardian to attend a conference with Charter Schools officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student'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 of students under age 18 by telephone or in person. Whenever a student under age 18 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(s) committed by the student as well as the date and time when the student may return to school following the suspension. If CWCS 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 Executive Director designee, the student and the student's parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parents, unless the student and the student's parents fail to attend the conference. This determination will be made by the Executive Director or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student,

or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

Authority to Expel

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

A student may be expelled either by the neutral and impartial Charter Schools Board following a hearing before it or by the Charter Schools Board upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a Board member of the Charter Schools' governing board. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

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 Executive Director or designee determines that the Student has committed an expellable offense and recommends the student for expulsion.

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 student confidentiality rules under the Family Educational Rights and Privacy Act ("FERPA")) unless the Student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon the mailing of the notice, it shall be deemed served upon the student. 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 CWCS'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 CWCS to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

CWCS 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 CWCS or the entity presiding over the hearing. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

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 their right to (a) receive five (5) days' notice of his/her scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian, or legal counsel; and (c) elect to have the hearing closed while testifying.
2. CWCS 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 the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing (either the Administrative Panel or the Board) 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 the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity

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

7. If one or both of the support persons is also a witness, CWCS must present evidence that the witness' presence is both desired by the witness and will be helpful to CWCS. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe 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 student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

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.

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, or a determination by the Board, 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 student, 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 their testimony heard in a session closed to the public. Expulsion Decision

Expulsion Decision

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 Board shall make the final determination regarding the expulsion 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 or the Board ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

Written Notice to Expel

The Executive 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 and student's parent/guardian. This notice shall also include the following: (a) the specific offense committed by the student; and (b) 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 CWCS.

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

Disciplinary Records

CWCS shall maintain records of all student suspensions and expulsions at CWCS. Such records shall be made available to the chartering authority upon request.

No Right to Appeal

The student shall have no right of appeal from expulsion from CWCS as the Board's decision to expel shall be final.

Expelled Students/Alternative Education

Parents/guardians of students 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. CWCS 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. Within 5 school days of the expulsion, CWCS shall have a voluntary post-expulsion meeting with parents/guardians in the manner requested to assist with locating alternative placements during expulsion, including in the County or school district of residence.

Rehabilitation Plans

Students who are expelled from CWCS 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 student may reapply to CWCS for readmission.

Readmission of Previously Expelled Student

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

Notice to Teachers

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

Involuntary Removal for Truancy

In accordance with Education Code Section 51747 and the Charter School's Board policy on independent study, after one (1) missed assignment, an evaluation is held to determine whether it is in the best interest of the student to remain in independent study. If it is determined that it is not in the student's best interest to remain in independent study, the Charter School may involuntarily remove the student after the Charter School follows the requirements of the Missed Assignment Policy and only after providing notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal as set forth herein. Students who are involuntarily removed for truancy shall be given a rehabilitation plan and shall be subject to the readmission procedures set forth herein.

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

1. Notification of SELPA

The 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 that the Charter School or the 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 (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

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

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

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

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

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

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

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

4. Due Process Appeals

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

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20

U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

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

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

5. Special Circumstances

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

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

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

6. Interim Alternative Educational Setting

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

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

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

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

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

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

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

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

PART 14: Safety Procedures—Procedures to Notify Teachers of Dangerous Pupils

[EC 47605(6)(F)(ii); EC 32282.(2)(D)]

According to the Education Code (EC § 32282):

(2) Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:

(D) Procedures to notify teachers of dangerous pupils pursuant to Section 49079.

(CDE School Safety Plan Compliance Checklist guidance: Refer to Board Policy, include site-specific steps, if needed.)

Dangerous Pupils

Ed Code 49079 requires teacher notification of students committing or reasonably suspected of committing a "dangerous act" within the last 3 years (Ed Code 48900 except for tobacco and nicotine). A student who has, or is reasonably suspected of having violated Section 48900 [except (h)], 48900.2, 48900.3, and 48900.4 falls into this category. The information has to be shared in a confidential manner with the teachers as appropriate.

Staff Training

Staff receive training on the student information system, which houses confidential student disciplinary information including previous suspension or expulsion notification.

Notification

Staff is notified by student records and/or guidance department when an alert is warranted.

CA Codes (edc:48900-48926) EDUCATION CODE
SECTION 48900-48926

PART 15: Safety Procedures— Title IX, Harassment, Discrimination, and Bullying Policy
[EC 47605(6)(F)(ii); EC 32282.(2)(E)]

According to the Education Code (EC § 32282):

(2) Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:

(E) A discrimination and harassment policy consistent with the prohibition against discrimination contained in Chapter 2 (commencing with Section 200) of Part 1.

(CDE School Safety Plan Compliance Checklist guidance: Include complaint and investigation procedure.)

Disclaimer: Board policies are continuously updated for compliance with state and federal guidelines for the most current policies please see our website.

**Connecting Waters Charter School Title IX, Harassment, Intimidation, Discrimination,
And Bullying Policy CWCS Board Approved 12/13/22**

Discrimination, sexual harassment, 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, Connecting Waters Charter Schools ("CWCS") prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of our school campuses, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions and parental status), gender, gender identity, gender expression, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), immigration status, religion (including agnosticism and atheism), religious affiliation, sexual orientation, medical condition, genetic information, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected by applicable federal, state, local

law, ordinance or regulation. Hereafter, such actions are referred to as “misconduct prohibited by this Policy.”

To the extent possible, CWCS will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. CWCS school staff that witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, CWCS will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with whom CWCS does business, or any other individual, student, or volunteer. This policy applies to all employee, student, or volunteer actions and relationships, regardless of position or gender. CWCS will promptly and thoroughly investigate and respond to any complaint of misconduct prohibited by this Policy in a manner that is not deliberately indifferent and will take appropriate corrective action, if warranted. CWCS complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

CWCS complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff and any individual designated as a coordinator, investigator or decision-maker will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator (“Coordinator”):

Jerri Levers
Executive Director
12420 Bentley Street
Waterford, CA 95386
(209) 874-1119 Ext. 6
ExecutiveDirector@cwcharter.org

Definitions

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs

- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with school or work because of sex, race or any other protected basis
- Retaliation for reporting or threatening to report harassment
- Deferential or preferential treatment based on any of the protected characteristics listed above

Prohibited Unlawful Harassment under Title IX

Title IX (20 U.S.C. § 1681 *et seq.*; 34 C.F.R. Part 106.1.) and California state law prohibit discrimination and harassment on the basis of sex. Under Title IX, “sexual harassment” means conduct on the basis of sex that satisfies one or more of the following:

- An employee of the recipient conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct;
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity; or
- “Sexual assault” as defined in 20 U.S.C. 1092(f)(6)(A)(v), “dating violence” as defined in 34 U.S.C. 12291(a)(10), “domestic violence” as defined in 34 U.S.C. 12291(a)(8), or “stalking” as defined in 34 U.S.C. 12291(a)(30).

In accordance with Title IX and California law, discrimination and harassment on the basis of sex in education institutions, including in the education institution’s admissions and employment practices, is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination and harassment in education programs or activities conducted by CWCS.

CWCS is committed to providing a work and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action. Inquiries about the application of Title IX and 34 C.F.R. Part 106 may be referred to the Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic

performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against themselves or against another individual.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults.
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.

- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
 - Subjecting or threats of subjecting a student or an employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or employee's sex.

- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.
 - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
 - Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms)

The illustrations of harassment and sexual harassment above are not to be construed as an all- inclusive list of prohibited acts under this Policy.

Prohibited Bullying

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, 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* 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 the student's physical or mental health.**
- 3. Causing a reasonable student to experience a substantial interference with the student's academic performance.**
- 4. Causing a reasonable student to experience a substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by CWCS.**

* "Reasonable student" is defined as a student, including, but not limited to, an exceptional needs student, who exercises care, skill and judgment in conduct for a person of the student's age, or for a person of the student's age with the student's exceptional needs.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, videos or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

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, video, or image.**
2. **A post on a social network Internet Web site including, but not limited to:**
 - a. **Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of “bullying,” above.**

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 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 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. **An act of “Cyber sexual bullying” including, but not limited to:**
 - a. 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 definition of “bullying,” above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - b. “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 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.**

Formal Complaint of Sexual Harassment means a written document filed and signed by a complainant who is participating in or attempting to participate in CWCS’s education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that CWCS investigate the allegation of sexual harassment. At the time of filing a formal complaint of sexual harassment, a complainant must be

participating in or attempting to participate in CWCS's education program or activity.

Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Bullying and Cyberbullying Prevention Procedures

CWCS has adopted the following procedures for preventing acts of bullying, including cyberbullying.

Cyberbullying Prevention Procedures

CWCS advises students:

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

CWCS informs Charter School employees, students, and parents/guardians of CWCS's policies regarding the use of technology in and out of the classroom. CWCS encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

Education

CWCS employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. CWCS advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at CWCS and encourages students to practice compassion and respect each other.

CWCS educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other pupils based on protected characteristics.

CWCS's bullying prevention education also discusses the differences between appropriate and

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inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

CWCS informs CWCS employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

Professional Development

CWCS annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other CWCS employees who have regular interaction with pupils.

CWCS informs certificated employees about the common signs that a student is a target of bullying including:

- **Physical cuts or injuries**
- **Lost or broken personal items**
- **Fear of going to school/practice/games**
- **Loss of interest in school, activities, or friends**
- **Trouble sleeping or eating**
- **Anxious/sick/nervous behavior or distracted appearance**
- **Self-destructiveness or displays of odd behavior**
- **Decreased self-esteem**

CWCS also informs certificated employees about the groups of students determined by CWCS, and available research, to be at elevated risk for bullying. These groups include but are not limited to:

- **Students who are lesbian, gay, bisexual, transgender, or questioning youth (“LGBTQ”) and those youth perceived as LGBTQ; and**
- **Students with physical or learning disabilities.**

CWCS encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for CWCS’s students.

Grievance Procedures

1. Scope of Grievance Procedures

CWCS will comply with its Uniform Complaint Procedures (“UCP”) policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or

bullying against a protected group or on the basis of a person's association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- a. Are written and signed;
- b. Filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying based on a protected characteristic, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- c. Submitted to the CWCS UCP Compliance Officer not later than six (6) months from the date the alleged unlawful 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.

The following grievance procedures shall be utilized for reports of misconduct prohibited by this Policy that do not comply with the writing, timeline, or other formal filing requirements of a uniform complaint. For formal complaints of sexual harassment, CWCS will utilize the following grievance procedures in addition to its UCP when applicable.

2. Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when 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 misconduct prohibited by this Policy.

Any or student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

Jerri Levers Executive Director (209) 874-1119 Ext. 6

ExecutiveDirector@cwcharter.org

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. CWCS will investigate and respond to all oral and written reports of misconduct prohibited by this Policy in a manner that is not deliberately indifferent. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Executive Director, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

CWCS acknowledges and respects every individual's right to privacy. 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. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

CWCS prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy. Knowingly making false statements or knowingly submitting false information during the grievance process is prohibited and may result in disciplinary action.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff and any individual designated as a coordinator, investigator or decision-maker and any person who facilitates an informal resolution process will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

3. Supportive Measures

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

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint of sexual harassment or where no formal complaint of sexual harassment has been filed. Such measures are designed to restore

or preserve equal access to CWCS's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or CWCS's educational environment, or deter sexual harassment. Supportive measures available to complainants and respondents may include but are not limited to counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. CWCS will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of CWCS to provide the supportive measures.

Investigation and Response

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of CWCS, the Coordinator or administrative designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the Coordinator or administrative designee determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the Coordinator (or administrative designee) will inform the complainant of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator or administrative designee will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, the Coordinator or administrative designee will not reveal confidential information related to other students or employees.

For investigations of and responses to formal complaints of sexual harassment, the following grievance procedures will apply:

- **Notice of the Allegations**
 - Upon receipt of a formal complaint of sexual harassment, the Coordinator will give all known parties written notice of its grievance process, including any voluntary informal resolution process. The notice will include:
 - A description of the allegations of sexual harassment at issue and to the extent known, the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident;
 - A statement that the respondent is presumed not responsible for the alleged conduct until a final decision is reached;
 - A statement that the parties may have an advisor of their choice, who may be an attorney, and may inspect and review evidence; and

- A statement that CWCS prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process.
- **Emergency Removal**
 - CWCS may place a non-student employee respondent on administrative leave during the pendency of a formal complaint of sexual harassment grievance process in accordance with CWCS's policies.
 - CWCS may remove a respondent from CWCS's education program or activity on an emergency basis, in accordance with CWCS's policies, provided that CWCS undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.
 - This provision may not be construed to modify any rights under the IDEA, Section 504, or the ADA.
- **Informal Resolution**
 - If a formal complaint of sexual harassment is filed, CWCS may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If CWCS offers such a process, it will do the following:
 - Provide the parties with advance written notice of:
 - The allegations;
 - The requirements of the voluntary informal resolution process including the circumstances under which the parties are precluded from resuming a formal complaint of sexual harassment arising from the same allegations;
 - The parties' right to withdraw from the voluntary informal resolution process and resume the grievance process at any time prior to agreeing to a resolution; and
 - Any consequences resulting from participating in the voluntary informal resolution process, including the records that will be maintained or could be shared; and
 - Obtain the parties' advance voluntary, written consent to the informal resolution process.
 - CWCS will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.
- **Investigation Process**

- The decision-maker will not be the same person(s) as the Coordinator or the investigator. CWCS shall ensure that all decision-makers and investigators do not have a conflict of interest or bias for or against complainants or respondents.
- In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the investigator determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the investigator will inform the complainant and any respondents in writing of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.
- The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview.
- The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence.
- A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.
- Prior to completion of the investigative report, CWCS will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator's consideration prior to the completion of the investigation report.
- The investigator will complete an investigation report that fairly summarizes all relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.
- **Dismissal of a Formal Complaint of Sexual Harassment**
 - If the investigation reveals that the alleged harassment did not occur in CWCS's educational program in the United States or would not constitute sexual harassment even if proved, the formal complaint with regard to that conduct must be dismissed. However, such a dismissal does not preclude action under another applicable CWCS policy.
 - CWCS may dismiss a formal complaint of sexual harassment if:
 - The complainant provides a written withdrawal of the complaint to the Coordinator;
 - The respondent is no longer employed or enrolled at CWCS; or
 - The specific circumstances prevent CWCS from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.
 - If a formal complaint of sexual harassment or any of the claims therein are dismissed, CWCS will promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to the parties.

- **Determination of Responsibility**

- The standard of evidence used to determine responsibility is the preponderance of the evidence standard.
- Determinations will be based on an objective evaluation of all relevant evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness.
- CWCS will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:
 - The allegations in the formal complaint of sexual harassment;
 - All procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
 - The findings of facts supporting the determination;
 - The conclusions about the application of CWCS's code of conduct to the facts;
 - The decision and rationale for each allegation;
 - Any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
 - The procedures and permissible bases for appeals.

Consequences

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process may be subject to disciplinary action up to and including expulsion from CWCS or termination of employment. The Coordinator is responsible for effective implementation of any remedies ordered by CWCS in response to a formal complaint of sexual harassment.

Right of Appeal

Should the reporting individual find CWCS's resolution unsatisfactory, the reporting individual may within five (5) business days of notice of CWCS's decision or resolution, submit a written appeal to the President of the CWCS Board, who will review the investigation and render a final decision.

The following appeal rights and procedures will also apply to formal complaints of sexual harassment:

- The complainant and the respondent shall have the same appeal rights and CWCS will implement appeal procedures equally for both parties.
- Within five **(5) business days** of CWCS's written decision or dismissal of the complaint, the complainant or respondent may submit a written appeal to the Coordinator.

- The decision-maker(s) for the appeal will not be the same person(s) as the Coordinator, the investigator or the initial decision-maker(s).
- The complainant and respondent may appeal from a determination regarding responsibility, and from CWCS's dismissal of a formal complaint or any allegations therein, on the following bases:
 - Procedural irregularity that affected the outcome of the matter;
 - New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
 - The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.
- CWCS will notify the other party in writing when an appeal is filed.
- The decision-maker for the appeal will give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome; issue a written decision describing the result of the appeal and the rationale for the result; and provide the written decision simultaneously to both parties.

Recordkeeping

All records related to any investigation of complaints under this Policy are maintained in a secure location.

CWCS will maintain the following records for at least seven (7) years:

- **Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant.**
- **Records of any appeal of a formal sexual harassment complaint and the results of that appeal.**
- **Records of any informal resolution of a sexual harassment complaint and the results of that informal resolution.**
- **All materials used to train Title IX coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.**

Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

PART 16: Safety Procedures: Safe and Orderly Environment of Study

CWCS supports our students through homeschooling, independent study, in-person and/or online synchronous (real time) class opportunities. CWCS Supports a safe and orderly environment of study through the following procedures.

PART 17: Workplace Violence Prevention Plan

This section shall outline Connecting Waters Charter Schools (“CWCS”) Workplace Violence Prevention Plan (“Plan”) as required by Labor Code § 6401.9. It shall be the policy of CWCS to provide its employees with a safe and healthy work environment. To that end, CWCS shall take appropriate actions to prevent acts of violence, threats, intimidation, and harassment from occurring on site and during the performance of employees’ job duties.

DEFINITIONS

For purposes of this Plan, the following definitions apply:

“**Emergency**” means unanticipated circumstances that can be life threatening or pose a risk of significant injuries to employees or other persons.

“**Engineering controls**” mean an aspect of the built space or a device that removes a hazard from the workplace or creates a barrier between the worker and the hazard.

“**Log**” means the violent incident log, required in Part III of this Plan.

“**Plan**” means this Workplace Violence Prevention Plan.

“**Threat of violence**” means any verbal or written statement, including, but not limited to, texts, electronic messages, social media messages, or other online posts, or any behavioral or physical conduct, that conveys an intent, or that is reasonably perceived to convey an intent, to cause physical harm or to place someone in fear of physical harm, and that serves no legitimate purpose.

“**Workplace Violence**” includes but is not limited to the following: (i) the threat or use of physical force against an employee that results in, or has a high likelihood of resulting in, injury, psychological trauma or stress, regardless of whether the employee sustains an injury; (ii) an incident involving a threat or use of a firearm or other dangerous weapon, including the use of common objects as weapons, regardless of whether the employee sustains an injury; (iii) the following four workplace violence types:

Type 1: violence committed by a person with no legitimate business at the worksite;

Type 2: violence directed at employees by students, parents, contractors, volunteers, or visitors;

Type 3: violence against an employee by a present or former employee, supervisor, or manager;

Type 4: violence committed in the workplace by a person who does not work there, but has or is known to have had a personal relationship with an employee.

Workplace Violence does not include lawful acts of self-defense or defense of others.

“Work practice controls” means procedures and rules which are used to effectively reduce workplace violence hazards.

Response to Actual or Potential Workplace Violence Emergencies

A workplace violence emergency is any incidence of workplace violence that entails the potential loss of life or significant injury to any person at the workplace.

If a workplace violence emergency is so severe as to trigger a lockdown or evacuation of the workplace according to the School’s safety plan, such as when firearms are involved or a when an intruder has entered the site with violent or criminal intent, CWCS will initiate and follow the emergency procedures set forth in its school safety plan.

If a workplace violence emergency does not rise to the level of a school-wide response but is ongoing and entails potential or threatened loss of life or significant injury to any person at the workplace, any other employees witnessing or experiencing the workplace violence incident must report the incident as soon as possible to HR Administrative Assistant and/or Executive or Deputy Executive Director and/or other responsible administrator by calling them on the phone or by whichever alternative means would reach them fastest.

If no responsible administrator or the HR Administrative Assistant is available to address the workplace violence incident, please call 911 and then notify the HR Administrative Assistant and Executive Director as soon as it is safe to do so.

Training Procedures

CWCS will provide annual workplace violence prevention training^[A3] in accordance with the requirements of California Labor Code section 6401.9, subdivision (e), including but not limited to the following:

1. The Plan, how to obtain a copy of the Plan at no cost, and how to participate in development and implementation of the Plan.
2. The Plan’s definitions and the General Workplace Violence Plan Procedures.
3. How employees can search for and recognize workplace violence hazards and risk factors associated with the three types of workplace violence.
4. How to report workplace violence incidents, threats, or concerns to the school or to law enforcement without fear of reprisal from the school or the individual against whom the report is filed.
5. Ways to defuse hostile or threatening situations.
6. Routes and methods of escaping from workplace violence incidents.
7. How this Plan integrates with the school’s safety plan.

8. How and when to notify law enforcement authorities when a criminal act may have occurred or is potentially about to occur.
9. Emergency medical care to be provided to a victim of any violent act.
10. Any workplace violence hazards specific to the school environment, the corrective measures the school has implemented, and how to seek assistance to prevent or respond to violence and to avoid physical harm.
11. The workplace violence incident log, and how to obtain records the school is required to keep pursuant to the Recordkeeping part of this Plan, below.
12. An opportunity for live questions and answers on the Plan with the Deputy Executive Director.

In addition to an annual training session on these topics, the school will conduct training every time a new or previously unrecognized workplace violence hazard is identified and whenever changes are made to the Plan. This additional training may be limited only to the new workplace violence hazards identified or to the new changes to the Plan.

The Executive Director will ensure that this training is completed and that records of employee participation are kept and filed in accordance with the school's recordkeeping procedures.

For more information on CWCS's workplace violence prevention policy, please refer to the school's website.

PART 18: Safety Procedure: Hate crime reporting

Purpose:

This policy is established to create a safe and inclusive learning environment for all students, staff, and visitors. Connecting Waters Charter Schools are committed to preventing and addressing hate crimes promptly and effectively. This policy outlines the procedures for reporting and addressing incidents of hate crimes within the school community.

Definition of a Hate Crime:

A hate crime is any criminal offense, including violence or threats of violence, that is committed against a person or their property because of their perceived race, color, religion, national origin, sexual orientation, gender identity, disability, or other protected characteristic.

Reporting Procedures:

Immediate Reporting:

- Any student, staff member, or visitor who witnesses or experiences a potential hate crime must report it immediately to a teacher, school staff member, or school administrator.
- Reports can be made verbally or in writing, ensuring that the information provided is as detailed as possible, including date, time, location, individuals involved, and a description of the incident.

Confidential Reporting:

- The school encourages individuals to report hate crimes confidentially, if they feel more comfortable doing so. Anonymous reporting mechanisms, such as suggestion boxes or online forms, will be made available for this purpose.

Staff Responsibilities:

- All school staff members are responsible for taking reports seriously and responding promptly.
- Teachers and staff must promptly report any incidents brought to their attention to the Executive Team.

School Investigation:

- The Executive Team will conduct a thorough and impartial investigation into reported hate crimes.
- If appropriate, law enforcement may be involved in the investigation.

Support Services:

- Connecting Waters will provide support services to individuals who have experienced or witnessed a hate crime. This may include counseling services, referrals to community resources, or other appropriate interventions.

Disciplinary Action:

- Any student found to have committed a hate crime will be subject to disciplinary action in accordance with the school's code of conduct. Disciplinary measures may include counseling, education, suspension, expulsion, or legal action if necessary.

Educational Initiatives:

- Connecting Waters will implement educational initiatives to promote diversity, inclusion, and respect within the school community. This may include workshops, training programs, and awareness campaigns.

Communication:

The school will communicate this policy to all students, staff, and parents, emphasizing the importance of reporting hate crimes and the consequences for those who engage in such behavior.

PART 19: Safety Procedures: Body Shaming Policy

Purpose:

CWCS is committed to providing a safe, inclusive, and respectful learning environment for all students. This policy is designed to address and prevent body shaming behaviors within the school community.

Definition:

Body shaming refers to any negative or judgmental comments, actions, or behaviors that criticize or make individuals feel self-conscious about their body size, shape, appearance, or any other physical characteristic.

Guiding Principles:

Inclusivity: CWCS promotes an inclusive culture that respects and values the diversity of body shapes, sizes, and appearances among students and staff.

Respect and Empathy: All members of the school community are expected to treat one another with respect and empathy. Negative comments, teasing, or bullying related to physical appearance are not acceptable.

Education and Awareness: CWCS will incorporate age-appropriate education and awareness programs to help students understand the importance of body positivity and acceptance.

Reporting Mechanism: Students, staff, and parents are encouraged to report any incidents of body shaming to school administrators. Reports can be made anonymously if preferred.

Investigation and Intervention: Upon receiving a report, CWCS will conduct a thorough investigation into the matter. Depending on the severity of the incident, interventions may include counseling, mediation, and appropriate disciplinary action.

Support Systems: CWCS will provide support systems for students who may be affected by body shaming incidents. This may include counseling services, peer support groups, or other resources.

Parental Involvement: Parents are an essential part of their child's education., Parents will be informed and involved in addressing incidents of body shaming. CWCS will work collaboratively with parents to ensure a coordinated approach to promoting a positive school environment.

Staff Training: All school staff members will receive training on recognizing and addressing body shaming behaviors. This training will be regularly updated to stay current with best practices.

Consequences:

Consequences for engaging in body shaming behavior may include, but are not limited to, verbal counseling, written warnings, loss of privileges, suspension, or expulsion, depending on the severity and repetition of the behavior.

Review and Revision:

This policy will be reviewed periodically to ensure its effectiveness and relevance. Any necessary revisions will be made to reflect the evolving needs of the school community.

By implementing and enforcing this policy, CWCS aims to create a nurturing and respectful environment that allows all students to thrive academically and personally.

PART 20: Safety Procedures—Schoolwide Dress Code, **Including Prohibition of Gang-Related Apparel [EC 47605(6)(F)(ii); EC 32282.(2)(F)]**

According to the Education Code (EC § 32282):

(2) Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:

(F) The provisions of any school wide dress code, pursuant to Section 35183, that prohibits pupils from wearing "gang-related apparel," if the school has adopted that type of a dress

code. For those purposes, the comprehensive school safety plan shall define “gang-related apparel.” The definition shall be limited to apparel that, if worn or displayed on a school campus, reasonably could be determined to threaten the health and safety of the school environment. A schoolwide dress code established pursuant to this section and Section 35183 shall be enforced on the school campus and at any school-sponsored activity by the Executive Director of the school or the person designated by the Executive Director. For purposes of this paragraph, “gang-related apparel” shall not be considered a protected form of speech pursuant to Section 48950.

Connecting Waters Charter School Student Dress Code

The CWCS dress code sets standards that promote a positive and safe learning environment for all students. Students should wear neat, clean and appropriate clothing at all school activities, including classes, school dances, graduation activities, and testing.

The following guidelines shall apply to all school activities:

1. Students shall dress appropriately for educational activities in which they will participate so as not to endanger their health, safety, or welfare, or that of others, or cause a disruption to the educational process. Clothes shall be sufficient to conceal undergarments when sitting or standing. The following articles or clothing are not permitted:
 - Shorts, pants, skirts, and tops that fail to conceal undergarments, back, abdomen, and cleavage. No oversized saggy pants (all pants must be worn at the waist). Fabric can be any, but no frayed hems (as on cut-offs), and no excessive holes such as in worn-out denims;
 - Muscle shirts;
 - Back-less, strapless, or spaghetti strap tops;
 - Low cut tops and dresses;
 - Bare-midriff tops;
 - Chains of any sort, wallet or utility-type chains;
 - See-through garments.
2. All attire must fit appropriately and must not be too small or too large. Shorts and skirts shorter than mid-thigh are prohibited.
3. Shoes shall be worn at all times. Steel-toed boots and bedroom slippers are prohibited.

4. Clothing, accessories, and jewelry shall be free of writing, pictures, symbols or any other insignia which are crude, vulgar, profane, obscene, libelous, slanderous, or sexually suggestive. Clothing, accessories, or jewelry that degrade any cultural, religious or ethnic values, that advocate racial, ethnic, or religious prejudice or discrimination, or that promote sex, the use of tobacco, drugs, alcohol or violence or any unlawful acts (including gang activity) are prohibited.
5. Dark glasses shall not be worn indoors, except for valid medical reasons authorized by the administration and verified in writing by a physician.
6. Gang-related clothing or accessories, including but not limited to bandannas, or other symbols, emblems or insignia are prohibited. Gang-related web belts with or without punched out metal buckles are prohibited. School officials shall consider student history and information obtained from community agencies and resources when making these judgments. Dangerous clothing accessories are prohibited (i.e., spiked jewelry, studded collars, studded belts, hanging belts).
7. Hats, caps and other head coverings are prohibited indoors during regular school hours except as specifically authorized by a school official for such school activities as athletics and theatrical performances or other approved personal reasons such as health needs or for religious purposes. Hooded sweatshirts when used to conceal identity are not permitted.

Any student dressed **inappropriately during state/school mandated testing will be subject to school discipline and will be sent home. Students subsequently will be required to travel to the school office in Waterford to do the testing** on specified dates. Alternatively, the student **may be required to wear a t-shirt** provided by the school at the test site.

The Executive Director of the school or her designee makes the final decision of what is appropriate school attire. The Executive Director of the School or her designee may issue more specific dress code guidelines at any time.

PART 21: Verification of Public Meeting

Method for Communicating Plan and Notifying Public: Ed Code 32288

The School site council or school safety planning committee shall notify, in writing, the following persons and entities, if available, of the public meeting:

- Local Mayor
- Representative of the local school employee organization
- A representative of each parent organization at the school site, including the parent teacher association and parent teacher clubs
- A representative of each teacher organization at the school site
- A representative of the student body government
- All persons who have indicated they want to be notified

Date of List-serve inviting all parents and students: 11/3/25

Date and method of invitation to Mayor: 1/6/25 – Email Invitation

Date of Board Meeting/Public Hearing: 11/19/25

Site of Board Meeting/Public Hearing: Held online pursuant to Assembly Bill 361 (2021)
12420 Bentley Street, Waterford, CA 95386

Each School year the Safety Plan is reviewed by the School Safety Team and presented to its stakeholders annually. Community members are invited to the meeting to review the Safety plan including the City, Police and Fire departments, representatives from parent and teacher groups. The Safety Plan is also taken to the school board each year for approval and public review.

Safety Team Review: 10/14/25

Student/Parent Group Review: 11/19/25

Modesto Police Department Office Review: 1/6/26, Lt. Martha Delgado

Stanislaus Consolidated Fire District: 11/24/25, Ciera Sansing

Board Approval Date:



2026-2027

CWCS

Plan Developed By:	CWCS Safety Team
Administrators:	Jerri Levers, Tammy Hushaw
Teacher:	Sharon McGuire, Sarah Tarter
Classified Employees:	Nathan Meginness, Aaron Stout, Maria Sandoval, Deanna Rackley, Jennifer Chimerofsky, April Colon, Justina Polyzos, Mariah Garcia, Miriah Vallejo, Mirian Villifan, Jessica Perez, Toni Wirkkala, Warren Ng, Ed Bassard, Kim Kosky,

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PART 1: California Charter School Comprehensive School Safety Plan Program Overview

What is the California Charter School Safety Plan Compliance Requirement?

Source: [Comprehensive School Safety Plans: CDE Website](#)

On September 27, 2018, Governor Brown signed into law Assembly Bill 1747 School Safety Plans. The law requires the California Department of Education (CDE) to develop and post on its website best practices for reviewing and approving school safety plans. In 2020–21 the CDE implemented a statewide survey of local educational agencies (LEAs), school safety administrators, and stakeholders to gather information on current practices, challenges, and resources to assist in developing this content.

The California Constitution guarantees California children the right to attend public schools that are safe, secure, and peaceful. The CDE, public school districts, county offices of education (COEs), and schools and their personnel are responsible for creating learning environments that are safe and secure. First responders, community partners, and families play an essential role, as well. Schools must be prepared to respond to emergencies including natural and man-made hazards, and strive to prevent violence and behavior issues that undermine safety and security. CSSPs include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on the school campus and aspects of social, emotional, and physical safety for both youth and adults.

The law requires that each school update and adopt its CSSP by March 1 annually. Effective school safety planning must be a dynamic, ongoing process with plans being reviewed and evaluated regularly, and after critical incidents.

Existing law specifies that school districts and county offices of education are responsible for the overall development of school safety plans. Each school is required to develop a school safety plan that includes procedures, and policies to ensure student and staff safety at a school site. The components of the plan range from procedures for safe ingress and egress of pupils, parents and school employees; to disaster and emergency procedures such as those during and after earthquakes; to behavioral policies such as discrimination and harassment policies.

Specifically, the Comprehensive School Safety Plan must comply with the following:

- The school site council (SSC) or designated safety planning committee has specific responsibilities for their school. *EC* Section 32280(b).
- All staff must be trained on the CSSP *EC* Section 32280.

- Updated school safety plans should be reviewed and practiced regularly by all certificated and classified staff and students, as appropriate.
- The SSC must write and develop the CSSP or may delegate this responsibility to a safety committee made up of Executive Director/designee, teacher, parent of child who attends the school, classified employee, and others. *EC* Section 32281(b)(2).
 - The CDE recommends that committees include students, mental health specialists, nurses, athletic coaches, multilingual community liaisons, food staff and custodians, transportation specialists, local businesses and nonprofits, and/or other stakeholders.
- The SSC/safety planning committee must consult with a law enforcement agency, a fire department, and other first responders each year when updating the CSSP and notify each entity of any updates that occur during the year. *EC* Section 32281(b)(3).
- The CSSP must include the following components: *EC* Section 32282(a).
 - Assessment of the current status of school crime or crimes at school-related functions.
 - Child abuse and neglect reporting procedures.
 - Disaster procedures, routine and emergency plans, and crisis response plan with adaptations for pupils with disabilities.
 - Use the Standardized Emergency Management System ([SEMS](#)) as detailed in the California Emergency Services Act 2015.
 - Earthquake emergency procedures.
 - Drop procedure practice must be held once each quarter in elementary; once each semester in secondary schools.
 - All staff are aware and trained.
 - Fire drills *EC* sections 32001–32004.
 - Each school site with two or more classrooms and 50 or more students is required to have a fire alarm system. The *EC* 32002 requires monthly fire drills for elementary and intermediate-level students, and twice-yearly fire drills or secondary students.
 - School building disaster plans for the following situations may include but are not limited to:
 - Bomb threat
 - Bioterrorism/hazardous materials
 - Earthquake
 - Flood
 - Power failure/blackout
 - Intruders/solicitors

- Weapons/assault/hostage
 - Explosion
 - Gas/fumes
- Procedures to allow a public agency, including American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during an emergency.
- Suspension/expulsion policies and procedures.
- Procedures to notify teachers of dangerous students.
- Discrimination and harassment policy that includes hate crime reporting procedures and policies.
- Schoolwide dress code if it exists, that includes prohibition of gang-related apparel.
- Procedures for safe ingress and egress of students, parents/guardians, and school employees to and from school site.
- Maintenance of a safe and orderly environment conducive to learning at the school.
- Rules and procedures on school discipline.
- Procedures for conducting tactical responses to criminal incidents, including individuals with guns on school campuses and at school-related functions.
 - Procedures to prepare for active shooters or other armed assailants based on specific needs.
- Consult, cooperate, and coordinate with other school site councils or safety planning committees, where practical.
- Schools must annually make available the CDE’s online training resources to address and prevent bullying and cyberbullying to certificated staff and all other school site employees who have regular interaction with pupils. *EC Section 32283.5(c)*.
 - The CDE recommends including the school and district bullying/cyberbullying prevention policies and procedures in the CSSP.
- Present the safety plan goals with designated invitees at a public meeting at the school site to allow for public opinions before adopting the plan. *EC Section 32288(b)(1)*.
 - This may occur as part of a regular parent meeting.
- Each school must review, update, and adopt its plan by March 1 every year. *EC Section 32286*.
 - Ensure the plan is properly implemented.
- Each school must forward the adopted plan to the school district or COE for approval. *EC Section 32288*.
 - The CDE recommends the plan be approved by the district or COE at the next board meeting after adoption or as soon as practical before October 15.

- Each school district or COE must annually notify the CDE by October 15 of any schools that have not complied with requirements. *EC* Section 32288.
 - Notify the State Superintendent of Public Instruction (SSPI) in writing and submit by email to SHSO@cde.ca.gov or by regular mail to:
California Department of Education
School Health and Safety Office
1430 N Street, Suite 4309
Sacramento, CA 95814

Note: Do not FAX this notification.

- If the SSPI determines there has been a willful failure to make a required report, the SSPI shall notify the school district or COE in which the willful failure has occurred and make an assessment of not more than \$2,000 against that school district or COE. *EC* Section 32287.
- An updated file of all safety-related plans and materials (with sensitive tactical response information redacted) shall be readily available for inspection by the public, if requested. *EC* Section 3228(2)(d).
 - Safety plans may be posted online or be made available for viewing at the school site administration or reception office.

PART 2: What charter schools are required to include in their school safety plan
Charter Schools must have a school safety plan for each of their campuses, which includes all of the elements in Education Code Section 32282(a)((2)(A)-(K) Effective 1/1/2024.

This includes:

- A process for notifying teachers of dangerous pupils.
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions. The procedures to prepare for active shooters or other armed assailants shall be based on the specific needs and context of each school and community.
- Procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at any activity sponsored by the school, or on a school bus serving the school.
- School safety planning committee must hold a public meeting at the school in order to allow members of the public the opportunity to express an opinion about the school safety plan and provide notice to related organizations.
- Must adopt a plan by March 1.
- Consult with local law enforcement.

AB1747 specifically states the following:

The Charter Schools Act of 1992 provides for the establishment and operation of charter schools, including countywide charter schools, and requires a petition for the establishment of a charter school to contain comprehensive descriptions of various matters and procedures, including procedures that the charter school will follow to ensure the health and safety of pupils and staff.

This bill would require these procedures to also require the development of a school safety plan, as provided, and that the school safety plan be reviewed and updated by March 1 of every year by the charter school. To the extent the bill would impose additional duties on county boards of education, the bill would impose a state-mandated local program.

Specifically, the following sections of charter school law were amended as follows:

SEC. 5. (Establishment of a charter school within a school district) Section 47605 of the Education Code is amended to read:

(6) Commencing January 1, 2003, a petition to establish a charter school shall not be approved to serve pupils in a grade level that is not served by the school district of the governing board considering the petition, unless the petition proposes to serve pupils in all of the grade levels served by that school district.

(F) The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

- (i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.
- (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (H), inclusive, of paragraph (2) of subdivision (a) of Section 32282 and procedures for conducting tactical responses to criminal incidents.
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.

SEC. 6. (Establishment of a charter school with a County Board of Education)

Section 47605.6 of the Education Code is amended to read:

(G) The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (H), inclusive, of paragraph (2) of subdivision (a) of Section 32282 and procedures for conducting tactical responses to criminal incidents.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.

(I) The manner in which annual, independent financial audits shall be conducted, in accordance with regulations established by the state board, and the manner in which audit exceptions and deficiencies shall be resolved.

(O) The rights of an employee of the county office of education, upon leaving the employment of the county office of education, to be employed by the charter school, and any rights of return to the county office of education that an employee may have upon leaving the employment of the charter school.

(iv) In accordance with Section 49011, preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

(k) If a county board of education denies a petition, the petitioner shall not elect to submit the petition for the establishment of the charter school to the state board.

SEC. 7.

If the Commission on State Mandates determines that this act contains costs mandated by the state, reimbursement to local agencies and school districts for those costs shall be made pursuant to Part 7 (commencing with Section 17500) of Division 4 of Title 2 of the Government Code.

Summary

In accordance with the amended language cited above, a Charter School Comprehensive School Safety Plan must therefore comply specifically with education code sections 44237, and subparagraphs (A) to (H), inclusive, of paragraph (2) of subdivision (a) of Section 32282.

In addition, the plan must include procedures for conducting tactical responses to criminal incidents.

Vision

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

Our administration and staff desire to provide an orderly, caring, and nondiscriminatory learning environment in which students feel comfortable and take pride in their school and their achievements.

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

Students shall have opportunities to voice their concerns about school policies and practices and to share responsibility for solving problems that affect their school. Staff shall encourage and reward success and achievement, participation in community projects, and positive student conduct.

Our school district promotes nonviolent resolution techniques in order to encourage attitudes and behaviors that foster harmonious relations. Staff shall receive training which implements and supports conflict resolution (California Education Code Sections 32230-32239, 35160, 35160.1, 44806).

Connecting Waters Charter Schools remains in compliance with existing laws related to school safety. This manual outlines several elements critical to maintaining a safe school environment.

Assessment of Current Status and Action Plans

Physical Environment

Based on Connecting Waters Charter Schools Annual Student Competency and Well-Being Measures survey, 95% of students feel safe when coming on campus, and an equal number of students feel safe and comfortable confiding in CWCS staff when an issue arises at school or in their personal life.

Goal 1: Connecting Waters Charter Schools is committed to having clean and orderly Resource Centers with buildings and facilities that are well maintained, creating an environment where our students are protected from harm, feel safe and welcome. Connecting Waters Charter Schools is further committed to educating both staff and students on best practice safety standards and practices, to best equip them in their personal and professional lives.

Areas of strength and desired improvements

A. Strengths

1. Staff has undergone training in the use of medicinal intervention devices such as epinephrine auto injectors (Epi-Pens) and Naloxone (Narcan).
2. Staff has undergone training to identify and assist students undergoing various forms of seizures
3. Additional AEDs have been added to each campus to ensure faster response times in the case of sudden cardiac arrest.

B. Areas of desired improvement

1. CWCS is working to offer at-home training and drills, which parents and student can conduct together, to best equip themselves for natural disasters or other un-foreseen circumstances.
2. CWCS is in the process of implementing the Tulare Office of Education's ACTvNET system, to better assist Law Enforcement Agencies in response and efficiency if they were to be called onto campus.
3. CWCS is working to improve our current lockdown buckets, to better facilitate a safe and cohesive environment if staff and students were required to lockdown on campus.

Social-Emotional Climate

Based on Connecting Waters Charter Schools Annual Student Competency and Well-Being Measures survey, 98% of students reported that they enjoy their school and feel that CWCS is a safe place to learn. Nearly 100% of students polled feel that their ES cares about them and they enjoy their learning environment.

Goal 2: Connecting Waters Charter Schools is committed to providing an environment that promotes the social-emotional wellbeing of its students within the parent partnership of school choice, and increasing the percentage of students who are on track to graduate college and career ready.

Areas of strength and desired improvements.

A. Strengths

1. CWCS offers weekly walk-in guidance counselor sessions students, families and staff can utilize to assist in social-emotional wellbeing.
2. CWCS holds staff training on Restorative Practices, to better equip staff to handle conflicts and sensitive situations.

B. Areas of desired improvement

1. CWCS will use opportunities to promote self-confidence and self-esteem in our Tiger Time opportunities and ES conversations with students and families.
2. CWCS's Executive Director and Deputy Director will use opportunities on campus to conduct student feedback surveys to better understand current student feedback

PART 3: Charter School Employee Criminal Record Summary Policy (EC 47605.6.F.i; EC 44237)

As required by law, all individuals working or volunteering at Connecting Waters Charter Schools will be required to submit to a criminal background investigation. No condition or activity will be permitted that may compromise the School's commitment to the safety and the well-being of students taking precedence over all other considerations. Conditions that preclude working at CWCS include conviction of a controlled substance or sex offense, or a serious or violent felony. Additionally, should an employee, during his/her employment with the CWCS, be convicted of a controlled substance or sex offense, or serious or violent felony, the employee must immediately report such a conviction to the Executive Director.

PART 4: Safety Procedures—Child Abuse Reporting [EC 47605(6)(F)(ii); EC 32282.(2)(A)]

According to the Education Code (EC § 32282):

(2) Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:

(A) Child abuse reporting procedures consistent with Article 2.5 (commencing with Section 11164) of Chapter 2 of Title 1 of Part 4 of the Penal Code.

(CDE School Safety Plan Compliance Checklist guidance: Include Board policy and site-specific steps.)

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

CWCS will provide annual training on the mandated reporting requirements, using the online training module provided by the State Department of Social Services, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars (\$1,000), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment. By acknowledging receipt of the Employee Handbook, employees acknowledge they are child care custodians and are certifying that they have knowledge of California Penal Code section 11166 and will comply with its provisions.

Professional Boundaries: Staff/Student Interaction Policy

CWCS recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible. Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of school personnel:

A. Examples of PERMITTED actions (NOT corporal punishment)

1. Stopping a student from fighting with another student;
2. Preventing a pupil from committing an act of vandalism;
3. Defending yourself from physical injury or assault by a student;
4. Forcing a pupil to give up a weapon or dangerous object;
5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

B. Examples of PROHIBITED actions (corporal punishment)

1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
3. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff. Although this policy

gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust. Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to a school administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to thoroughly investigate and report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or when a student appears to be at risk for sexual abuse.

Examples of Specific Behaviors

The following examples are not an exhaustive list:

Unacceptable Staff/Student Behaviors (Violations of this Policy)

(a) Giving gifts to an individual student that are of a personal and intimate nature.

- (b) Kissing of any kind.
- (c) Any type of unnecessary physical contact with a student in a private situation.
- (d) Intentionally being alone with a student away from the school without prior approval.
- (e) Making or participating in sexually inappropriate comments.
- (f) Sexual jokes.
- (g) Seeking emotional involvement with a student for your benefit.
- (h) Listening to or telling stories that are sexually oriented.
- (i) Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
- (j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

- (a) Remarks about the physical attributes or development of anyone.
- (b) Excessive attention toward a particular student.
- (c) Sending emails, text messages or letters to students if the content is not about school activities

Acceptable and Recommended Staff/Student Behaviors

- (a) Getting parents' written consent for any extra-curricular activity.
- (b) Obtaining formal approval to take students off school property for activities such as field trips or competitions.
- (c) E-mails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
- (d) Keeping the door open when alone with a student.
- (e) Keeping reasonable space between you and your students.
- (f) Stopping and correcting students if they cross your own personal boundaries.
- (g) Keeping parents informed when a significant issue develops about a student.
- (h) Keeping after-class discussions with a student professional and brief.

- (i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
- (j) Involving your supervisor if conflict arises with the student.
- (k) Informing the Executive Director about situations that have the potential to become more severe.
- (l) Making detailed notes about an incident that could evolve into a more serious situation later.
- (m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
- (n) Asking another staff member to be present if you will be alone with any type of special needs student.
- (o) Asking another staff member to be present when you must be alone with a student after regular school hours.
- (p) Giving students praise and recognition without touching them.
- (q) Pats on the back, high fives and handshakes are acceptable.
- (r) Keeping your professional conduct a high priority.
- (s) Asking yourself if your actions are worth your job and career.

When School Employees are Accused of Child Abuse

Regardless of who child abusers may be, the major responsibilities of mandated reporters are to (1) identify incidents of suspected child abuse, and (2) comply with laws requiring reporting of suspected abuse to the proper authorities. Determining whether or not the suspected abuse actually occurred is not the responsibility of the school employee. Such determination and follow-up investigation will be made by a child protective agency.

Parent/guardians or members of the public accusing school employees of child abuse should be made aware of the ramifications of making false reports and should be provided with information regarding child abuse and child abuse reporting.

Pending the outcome of an investigation by a child protective agency and prior to the filing of formal charges, the employee may be subject to reassignment or a paid leave of absence.

Disciplinary action resulting from the filing of formal charges or upon conviction shall be in accordance with district policies, regulations and/or collective bargaining agreements. The Superintendent or designee should consult with legal counsel in implementing either suspension or dismissal.

PART 5: Safety Procedures Mental Health

CWCS is dedicated to fostering a supportive and caring environment that prioritizes the mental health and well-being of all students, staff, and faculty. This policy aims to create awareness, reduce stigma, and promote mental health education and support throughout the K-12 school community.

Guiding Principles:

Promoting Mental Health: CWCS recognizes the importance of mental health as an integral component of overall well-being. The school is committed to promoting positive mental health practices that contribute to a thriving community.

Education and Awareness: CWCS will provide age-appropriate mental health education programs to increase awareness and understanding of mental health issues among students, staff, and parents. These programs will cover topics such as stress management, emotional resilience, and seeking help when needed.

Reducing Stigma: CWCS is dedicated to creating an environment where seeking mental health support is normalized and free from judgment. Stigmatizing language or behaviors related to mental health will not be tolerated.

Access to Resources: The school will provide information on mental health resources, both within the school community and externally. This includes counseling services, helplines, and community mental health organizations.

Training for Staff: All school staff members will receive training on recognizing signs of mental health issues, providing initial support, and referring individuals to appropriate resources. This training will be updated regularly to ensure staff members are equipped with the latest knowledge and skills.

Crisis Intervention: CWCS will establish clear protocols for responding to mental health crises within the school community. This includes immediate support, communication with parents, and collaboration with mental health professionals.

Student Support Teams: The school will form student support teams comprising teachers, counselors, and other relevant staff to identify and address the unique mental health needs of individual students. These teams will work collaboratively with parents to develop and implement appropriate support plans.

Parental Involvement: CWCS encourages open communication between parents and the school regarding mental health concerns. The school will work collaboratively with parents when student mental health concerns surface

Confidentiality:

All information related to mental health concerns will be treated with the utmost confidentiality. Disclosures will be shared only with individuals on a need-to-know basis, ensuring the privacy and dignity of those involved. **Although Confidentiality cannot, and will never be, promised to a student.**

Review and Revision:

This policy will be reviewed regularly to assess its effectiveness and relevance. Any necessary revisions will be made to align with best practices and evolving needs within the school community.

By adopting and implementing this Mental Health Awareness Policy, CWCS aims to create a positive and inclusive learning environment, by promoting a culture of understanding, empathy, and proactive support for mental health.

PART 6: Safety Procedures: Opioid Overdose Response Protocol

1. Prevention and Education:

- (a) Implement educational programs for students, staff, and parents on the risks associated with opioid use and overdose.
- (b) Promote awareness of opioid overdose symptoms and the importance of seeking help promptly.

2. Recognition of Opioid Overdose:

a. Common signs of an opioid overdose may include:

- Slow or irregular breathing
- Unresponsiveness
- Pinpoint pupils - Bluish or pale skin

b. Train staff, including teachers, administrative staff, and school nurses, to recognize these signs.

3. Emergency Response:

- (a) If an opioid overdose is suspected, immediately call emergency services (dial [local emergency number]) for assistance.

(b) While waiting for emergency services:

- Ensure the safety of the affected individual and those nearby.
- Do not leave the person alone.
- Check for breathing and administer CPR if necessary.
- If trained, administer naloxone (Narcan) following the provided instructions.

4. Administration of Naloxone (Narcan):

- (a) Designate trained staff members, such as school nurses or designated first aid personnel, to administer naloxone.
- (b) Ensure that naloxone kits are accessible in key locations throughout the school, and that staff members are aware of their locations.
- (c) Train relevant personnel on the proper administration of naloxone, including recognizing symptoms and using the nasal spray or auto-injector as appropriate.

5. Communication and Coordination:

- (a) Establish clear communication channels among staff to ensure a rapid and coordinated response to emergencies.
- (b) Communicate with emergency services, providing information on the situation and any administered naloxone.

6. Confidentiality and Support:

- (a) Respect the privacy and confidentiality of the affected individual.
- (b) Ensure that appropriate support is provided to the student after the incident, including counseling and referral to appropriate healthcare services.

7. Training and Drills:

- (a) Conduct regular training sessions for staff on opioid overdose recognition, response procedures, and the administration of naloxone.
- (b) Practice drills to ensure that staff members are familiar with the protocol and can respond effectively in a real-life situation.

8. Review and Revise:

- (a) Periodically review and update the protocol based on feedback, changes in local regulations, or emerging best practices.

By implementing this Opioid Overdose Response Protocol, CWCS aims to create a safe and prepared environment, ensuring a swift and effective response to potential opioid overdoses within the school community.

PART 7: Procedures for Notification of Immigration Enforcement Confirmed at School Site

The school is committed to maintaining a safe and inclusive campus for all students, ensuring educational equity regardless of immigration status. We adhere to strict federal and state laws, including FERPA and the California SAFE Act (SB 98), which protect student and family privacy. School officials will not collect information regarding a student's or family member's citizenship or immigration status unless required by law, and such status is never a factor for enrollment. Hate crimes, harassment, and bullying based on protected characteristics, including perceived immigration status, are expressly prohibited and will be promptly investigated.

In the event of confirmed immigration enforcement on or near the school site, the priority is to maintain calm, security, and student safety. Upon verification, the site administrator immediately contacts the Executive Director and legal counsel. Formal notification will be issued to parents, guardians, teachers, and all on-site personnel no later than 30 minutes after confirmation, unless doing so poses a safety risk. All communications emphasize the school's commitment to safety, clarify the event, and remind recipients of their rights and privacy protections, without disclosing any personally identifiable information (PII) about affected individuals. Access to school grounds for immigration enforcement requires proper identification and documentation, and the school will only comply with a valid federal judicial warrant or court order.

PART 8: Instructional Continuity Plan

In response to Senate Bill 153—legislation enacted to ensure continued student learning during emergencies—the Governing Board of Directors of Connecting Waters Charter Schools has developed this Instructional Continuity Plan (ICP). The ICP is designed to guarantee that all students have access to instruction during natural disasters or other emergency events, in compliance with SB 153, Chapter 38, Statutes of 2024, which amended California Education Code Section 32282.

This ICP will be included in the LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A

waiver request beginning in fiscal year 2026-27. This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.

As an independent study charter school, we are uniquely positioned to meet educational requirements remotely, allowing instruction to continue without disruption in the event of an emergency. In the event of an on-campus incident involving staff or students, our school will take immediate steps to support the well-being of those affected. CWCS will engage with pupils and their families as soon as practicable, but no later than **five calendar days** following an emergency, Via:

- **Email Listservs**
- **SMS communication**
- **Parent Square App Notifications**

Counseling services will be made available through our contracted provider, and students may be temporarily reassigned to alternate Education Specialists as needed during the recovery period. Instruction will resume as soon as possible after the incident, but no later than **10 instructional days**. During this time, all instruction will be delivered remotely. In-person events will be postponed until a thorough evaluation has been completed, based on the nature of the incident.

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

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

As required, CWCS remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction is designed to meet

instructional standards that are, at minimum, equivalent to those applicable in independent study programs.

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

CWCS will provide support to pupils and families to enroll in or be temporarily reassigned to another site if there is a need for classroom materials or meeting IEP requirements.

CWCS will evaluate student needs on a case-by-case basis when circumstances exceed the scope of this ICP, including situations involving IEPs, 504 Plans, homelessness, foster care, or English Learner status. Supports and services will be adjusted as needed to ensure continuity of instruction and access to resources.

In the event of unforeseen disruptions—such as power outages or infrastructure damage at the school site and student’s home—flexible communication strategies will be deployed to maintain two-way engagement via portable hotspot and laptop devices. Instructional access and student well-being will remain a priority, with particular attention to academic, mental health, and social-emotional needs.

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

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

- **Annually**, as part of the district’s continuous improvement cycle
- **Following any emergency event or school closure**, to incorporate lessons learned
- **When there are significant changes** to instructional delivery methods, state requirements, or technology infrastructure
- **Based on stakeholder input**, including feedback from students, families, teachers, and community partners

PART 9: Safety Procedures—Routine and Emergency Disaster

Procedures [EC 47605(6)(F)(ii); EC 32282.(2)(B)]

According to the Education Code (EC § 32282):

(2) Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:

(B) Disaster procedures, routine and emergency, including adaptations for pupils with disabilities in accordance with the federal Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12101 et seq.). The disaster procedures shall also include, but not be limited to, both of the following:

(i) Establishing an earthquake emergency procedure system in every public school building having an occupant capacity of 50 or more pupils or more than one classroom. A school district or county office of education may work with the Office of Emergency Services and the Alfred E. Alquist Seismic Safety Commission to develop and establish the earthquake emergency procedure system. The system shall include, but not be limited to, all of the following:

(I) A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of pupils and staff.

(II) A drop procedure whereby each pupil and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.

(III) Protective measures to be taken before, during, and following an earthquake.

(IV) A program to ensure that pupils and both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system.

(ii) Establishing a procedure to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The school district or county office of education shall cooperate with the public agency in furnishing and maintaining the services as the school district or county office of education may deem necessary to meet the needs of the community.

(CDE School Safety Plan Compliance Checklist guidance: Use the Standardized Emergency Management System (SEMS) as detailed in the California Emergency Services Act 8607 and the supporting California Code of Regulations.)

PUBLIC EMPLOYEES ARE DISASTER SERVICE WORKERS

California Government Code Section 3100

All school employees are considered disaster service workers when:

- A local emergency has been proclaimed
- A state emergency has been proclaimed **or**,
- A federal disaster declaration has been made

NOTE: During a declared disaster, school employees are required, by law, to serve as disaster service workers and cannot leave their school site until formally released.

- Certificated employees risk losing their teaching credentials
- Classified employees may be charged with a misdemeanor

POST-DISASTER SHELTERS

Schools are required by both federal statute and state regulation to be available for shelters following a disaster.

- The American Red Cross has access to schools to set up shelters
- Local governments have access to schools to set up shelters
- Plan and make arrangements in advance to assure that you are prepared.

THE PETRIS BILL

California Government Code Section 8607

Requires schools to respond to disasters using the Standardized Emergency Management System (SEMS) by December 1996.

- ICS - (Incident Command System) organizing response efforts into five basic functions: Management, Operations, Logistics, Planning/Intelligence and Finance/Administration
- EOC - (Emergency Operations Center) setting up a central area of control using the five basic functions
- Coordinate all efforts with the operational area (county) EOC, city EOC and county office of education EOC
- Incorporation of SEMS into all school plans, training and drills

- Documentation of the use of SEMS during an actual emergency

HOMELAND SECURITY PRESIDENTIAL DIRECTIVE HSPD-5

February 28, 2003

On February 28, 2003, President George W. Bush issued Homeland Security Presidential Directive 5 (HSPD-5). HSPD-5 directed the Secretary of Homeland Security to develop and administer a National Incident Management System (NIMS).

HSPD-5 requires Federal departments and agencies to make the adoption of NIMS by state and local organizations a condition for Federal preparedness assistance (grants, contracts and other activities) by Fiscal Year 2005.

NIMS training requirements: All school employees (as designated Disaster Services Workers) are to complete [ICS100](#), [ICS200](#) and [IS700](#).)

USING SEMS AND NIMS IN YOUR SCHOOL - AN OVERVIEW

Within SEMS (Standardized Emergency Management System) and NIMS (National Incident Management System), an emergency response organization, known as the Incident Command System (ICS), consists of five Sections:

Management: responsible for policymaking with respect to disaster planning and preparedness and for the overall coordination of emergency response and recovery activities. This section has four members, the EOC Director/Incident Commander (IC), the Public Information Officer (PIO), the Safety Officer, and the Liaison Officer (LO). In short: they are ***the leaders***.

Planning/Intelligence: responsible for creating the action plans and checklists that will be used by all of the sections during crisis response and recovery. The section is comprised of two teams: the Situation Status Team and the Documentation Team. During an emergency, these teams gather, analyze, disseminate, and record information critical to the functioning of the Management Section. Planning/Intelligence are often referred to as ***the thinkers***.

Operations: responsible for response preparedness of the Assembly/Shelter, Communications, Crisis Intervention, Light Search and Rescue, First Aid, Student

Release/Staff Accounting, and Maintenance/Fire/Site Security Teams. During a disaster, this section directs response activities of all of these teams and coordinates that response with the Management Section. These folks represent ***the doers***.

Logistics: prior to a disaster, this section is in charge of creating a transportation plan, and ensuring that there are adequate supplies of food, water, and equipment for crisis response. During an emergency, the section's two teams, the Supplies/Staffing Team and the Transportation Team provide services, personnel, equipment, materials, and facilities, as needed. They are ***the getters***.

Finance/Administration: in charge of creating policies and procedures for documenting costs associated with emergency response. This section has one team, called the Recordkeeping Team. During a disaster, they activate contracts with vendors, keep time records, track receipts, and account for expenditures. Their efforts make it possible for schools to reclaim costs associated with response and recovery activities from the state. They also gather all paperwork and documentation at the end of the incident for inclusion in the After Action Report (AAR). They are called ***the payers***.

THE EMERGENCY OPERATIONS CENTER

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

A Word About Unified Command

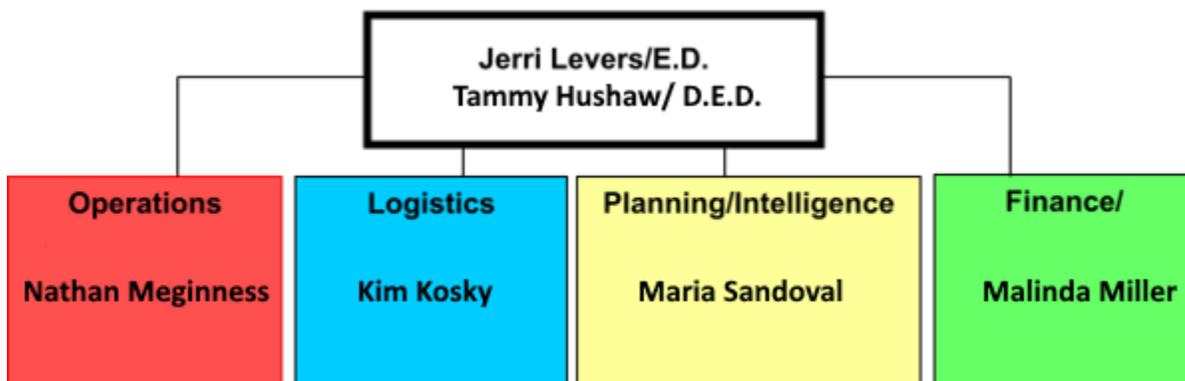
The control of and response to emergencies is the sole responsibility of the site teams *until* first responders arrive. Once they arrive, the incident command transitions to "***Unified Command***." This transition is immediately facilitated by an on-site briefing of first responders by the. Following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

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

The Dual Role of the School Office

- The school must organize to respond to incidents that occur at their location
 - Ensure that the school has a functional Emergency Action Plan
 - Ensure that school staff are trained and well prepared
- The school office must also organize to provide support when the incident happens at school sites within the organization
 - Provide leadership
 - Provide assistance with response and recovery, when needed
 - Ensure that school staff are trained and well prepared
 - Ensure that each school has a functional Emergency Operations Plan

Connecting Waters Charter School INCIDENT COMMAND SYSTEM AND DIVISION OF LABOR



On-Site Staff may be designated under these roles as needed*

Divisions of Labor

Each one of the five functions have certain roles and responsibilities during a disaster or school emergency. The Management Section oversees response activities in consultation with the Chiefs of the Operations, Logistics, Planning/Intelligence, and Administration/Finance Sections. Each of these sections in turn, has a team or teams tasked with implementing very specific components of the emergency response plan.

The following Standard Operating Procedures have been developed to address a multitude of incidents that could occur at your location. This is a living document that should be updated and modified as additional information is acquired. A hazard assessment should be conducted to identify specific areas of concern for your location in order to maximize the number of response situations included in this plan.

EVACUATION PROCEDURES

Earthquakes, fire, bomb threats, hazardous chemical spill, or an incident on or near campus are just a few examples of an emergency incident situation that may require that portions of a building or an entire school building be evacuated.

The building Emergency Preparedness Committee should identify evacuation areas on site and alternative off-sites areas should it be necessary to evacuate.

A safe evacuation route must be able to accommodate moving a large number of people, while not exposing employees to danger. The location and type of emergency necessitates evaluation and possible adjustments to the usual evacuation routes. This evaluation will determine if the building should be evacuated in segments or if stationing a person at certain exits is necessary so that staff can be rerouted away from danger.

The movement of staff out of buildings requires accounting for every employee. In order to account for staff, work area supervisors must have available employee lists so that missing or extra staff can be reported immediately to the Command Posts (school; law enforcement; fire). When evacuating their work area, work site supervisors must bring with them the location roster and emergency supplies.

Adaptations for Students with Disabilities in Emergency Situations

In compliance with California Education Code § 32282 and the Americans with Disabilities Act (ADA), our school ensures that emergency response procedures accommodate the unique needs of students with disabilities. The School Safety Team will coordinate with special education staff to ensure the following:

- **Evacuation Procedures:** Upon Request to the Deputy Executive Director, Individualized evacuation plans will be developed for students with mobility impairments, sensory disabilities, and communication needs.
- **Shelter-in-Place Procedures:** Designated safe areas will be accessible, and staff will be trained on necessary supports for students requiring additional assistance.
- **Emergency Communication:** Alternative alert systems (e.g., visual, tactile, auditory) will be provided for students who are deaf/hard of hearing or blind/visually impaired.
- **Behavioral Support:** Emergency plans will consider the needs of students with autism, emotional disturbances, or other disabilities that may affect their response to alarms or unexpected situations.
- **Staff Training:** All school staff will be trained in the implementation of emergency accommodations for students with disabilities, as outlined in students' IEPs and 504 Plans.
- **Collaboration & Drills:** The school will conduct inclusive emergency drills and ensure coordination between general and special education staff.

During an evacuation, the following procedures must be followed:

- ✓ Move staff, students, and any other persons on campus, to the designated Evacuation Area.
- ✓ Designated staff will be trained on using the Evacuation Chair to assist any disabled student to the designated Evacuation Area.
- ✓ Take roll by completing Staff Accountability Form
- ✓ Runners collect Staff Accountability Report from classroom or work areas.
- ✓ If an employee has an assignment on the Emergency Management Team Organizational Chart, report to the Command Post (CP) and sign in.
- ✓ Report to Incident Commander (IC) for briefing and assignment.

PROCEDURES FOR CONDUCTING A “SIZE-UP”

A “**SIZE-UP**” is a nine-step continual data gathering process that determines if it is safe to perform a certain emergency task, whether fire suppression, search and rescue, facilities assessment, etc. A size-up enables first responders to make decisions and respond appropriately in the areas of greatest need. The nine steps in a “**size-up**” are:

1. Gather Facts:

- What has happened?
- How many people are involved?
- What is the current situation?
- Does the time of day or week affect this situation?
- Do weather conditions affect the situation (e.g. forecast, temperature, wind, rain)?
- What type(s) of structures are involved?
- Are buildings occupied? If yes, how many?
- Are there special considerations involved (e.g. children, elderly, disabled)?
- Are hazardous materials involved at or near the situation? ● Are other types of hazards likely to be involved?

2. Assess and Communicate the Damage:

- Take a lap around each building and try to determine what has happened, what is happening now, and what may happen next.
- Are normal communications channels functioning (e.g. ICS, radios, e-mail, phones)?

3. Consider Probabilities:

- What is likely to happen?
- What is the worst-case scenario?

4. Assess Your Own Situation:

- Are you in immediate danger?
- Have you been trained to handle this situation?
- What resources are available which can assist with your current situation?

5. Establish Priorities:

- Are lives at risk? Remember, life safety is the first priority!
- Can you and available resources handle this situation SAFELY without putting others at risk?
- Are there more pressing needs at the moment? If yes, what are they?

6. Make Decisions:

- Base decisions on the answers to Steps 1 through 3 and the priorities that your team has established.
- Where will deployment of resources do the most good while maintaining an adequate margin of safety?

7. Develop an INCIDENT ACTION PLAN:

- Develop a plan that will help you accomplish your priorities.
- Simple plans may be verbal, but more complex plans should always be written.
- Determine how personnel and other resources should be deployed.

8. Take Action:

- Execute your plan, documenting deviations and status changes so that you can accurately report the situation to first responders, the Incident Command Post, the EOC (Emergency Operations Center), or other agencies that respond to the scene (e.g. fire, law enforcement, medical, media, coroner, parents).

9. Evaluate Progress:

- At reasonable intervals, evaluate your progress in accomplishing the objectives in the plan of action (Incident Action Plan) to determine what is working and what changes you may have to make to stabilize the situation.

FIRE/EXPLOSION

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

FIRE DRILL PROCEDURES

- NO advance notice of fire drills should be given to building occupants.
- All drills shall be conducted using the same procedures that would be followed in case of an actual fire.
- As per FC 403.4.1 The first emergency evacuation drill of each school year shall be conducted within 10 days of the beginning of classes
- Fire drills should be conducted at different hours of the day.

- Prior to conducting the drill, Call the Fire Department non-emergency number to advise that this is only a drill.
- An appropriate number of staff members should know how to reset the fire alarm.
- Keep documentation for each drill and record notable events for future consideration/improvement.
- As per FC 403.4.2 Fire drills for elementary and intermediate level students will be held no less than once per calendar month. Fire drills for secondary students will be held twice per year.

POSTING OF EVACUATION ROUTES

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

FIRE/EXPLOSION CHECKLIST

- If fire or smoke is detected, or a burning odor is sensed, pull the closest fire alarm to initiate building evacuation procedures.
- Call **(911)** to report all known information about the incident.
- Site administration should assign a recorder to begin documentation of the event.
- Before leaving a work area, the work area supervisor or their designee should make sure all windows are closed.
- Procedures for anyone with special-needs should be planned in advance and practiced.
- Administration should initiate the Incident Command System (ICS) and the designee assumes the role of the Incident Commander (IC) and establishes a Command Post (CP) staging area.
- Supervisors are to complete the Staff Accountability Report.
- Data collected from the **Staff Accountability Form** will determine if the Incident Commander needs to activate additional portions of the ICS, such as First Aid, Medical, Search and Locate/Rescue, etc.
- Establish contact with fire and law enforcement agencies.
- The fire department will give clearance to site administration when it is OK for staff to re-enter the building or an alternative plan if the building will not be able to be occupied.

EARTHQUAKE

An earthquake's effect on facilities will vary from building to building. Fire alarm or sprinkler systems may be activated by the shaking. Elevators and stairways will need to be inspected for damage before they can be used. Another major threat during an earthquake is from falling objects and debris. Injuries may be sustained during the earthquake while evacuating the building(s) or upon re-entry. Use the following guidelines/procedures to manage the incident:

As per EC. 32282 an Earthquake Drop Procedure will be held quarterly for Elementary students and once per semester for Secondary students. These drills will occur on the 17th of every quarter month, at 10:15, in honor of the great shakeout.

IF INDOORS

- **DROP, COVER AND HOLD ON** by getting under a desk or table. Protect eyes, head and neck with your arms, a pillow, a book, or whatever is available.
- Instruct students in wheelchairs to lock their wheels and remain seated until the shaking stops.
- Move away from windows and objects that could fall.
- Stay under a desk or table until shaking stops.
- Listen for emergency instructions.
- Evacuate building if necessary and stay away from buildings, utility poles and large objects while transferring to the assembly area.
- Account for all staff using the Staff Accountability Report.

IF OUTDOORS

- Move away from buildings, utility poles and large objects.
- Avoid all downed electrical lines.
- Do not touch any wire or any metal objects.
- Sit down in a safe area.
- Move to the assembly area and begin accounting for all staff.

IN VEHICLE:

- Stop the vehicle in a safe location away from power lines, overpasses or buildings.
- Stay in the vehicle and establish telephone contact with the School office.

GENERAL GUIDELINES (AFTER THE QUAKE):

- Be prepared for aftershocks and ground motion.
- Evaluate immediate area for earthquake related hazards (fire, building collapse, gas leaks, downed electrical lines, wires, etc.).
- Account for all staff.
- Activate necessary portions of the ICS in collaboration with the site emergency team.
- Determine injuries and provide basic first aid via Medical/First Aid Group.
- Call **911** if there is a major emergency that is life threatening. You may not get a response from 911 if a major disaster has occurred affecting a large local area. **As we have been warned, we may be on our own for several hours or days.**
- Establish communication with your Supervisor and Incident Commander
- Assist any law enforcement or fire units that may respond to your site.
- Control internal and external communications, including contact with school sites and city agencies by use of telephones, cell phones, radios, runners, e-mail, text messages, or other means.
- Refer all media inquiries to the Public Information Officer (PIO).
- In communication with the school sites, assess the overall situation, how long students and staff might be at school, how supplies might be distributed and sheltering of students and staff.

DEATH AND/OR SUICIDE

Death at a school is rare; however, you should be prepared in the event of a death whether it be caused by earthquake, explosion, building collapse, fire, choking, heart attack, seizure, or an incident such as a shooting/stabbing, fight, suicide, etc.

Organizations should also be prepared for the sudden, unexpected death of a staff member or a family member that does not occur on the school campus (automobile accident, sudden death, drive by shooting, gang violence, etc.).

Guidelines to utilize in the event of a death are outlined below.

DEATH OCCURS AT SCHOOL

- Call 911. Identify your address and briefly outline the emergency and location on campus.
- Notify the school administration.
- Activate the Incident Command System (ICS) if necessary and contact the school Emergency Management Team. Assign staff as needed.

- Notify the Executive Director's office.
- Isolate other staff from the scene.
- If there is a death, do not move the body. Law enforcement will contact the coroner's office so that the body can be removed, and any personal items of the victim can be returned to family or secured as evidence.
- DO NOT disturb or touch anything if the event is declared a crime scene.
- Secure area with yellow caution tape and assign staff to guard area.
- Gather all witnesses and place them in a secure location. Tell witnesses not to discuss any part of their observations until law enforcement arrives to interview or release them. Assign staff to monitor witnesses.
- Consider the impact on staff. Activate the Crisis Response Team as appropriate.
- If the deceased is an employee, the school must notify Cal-OSHA (**Modesto District Office Phone 209-545-7310**) within the 8-hour time requirement. Law enforcement or fire department may inform you they will contact Cal-OSHA; however, the school still must make certain it calls Cal-OSHA.
- Monitor staff emotional responses. Following a death there may be:
 - ✓ Self-referrals
 - ✓ Parent referrals
 - ✓ Reports and concerns expressed by relatives or good friends
 - ✓ Students who have experienced a recent loss.
- Develop a list of students and staff members that are having emotional symptoms.

CHEMICAL RELEASE/HAZARDOUS MATERIAL SPILL

A chemical release or hazardous material spill could affect one classroom, an entire worksite or larger area.

HOW SHOULD THE SCHOOL OFFICE PREPARE?

- The Emergency Management Teams should discuss and review plans to "Shelter in Place" or to "Evacuate the Area" using an alternative evacuation staging area.
- Staff should be trained to know what type of Personal Protective Equipment (PPE) and clothing to wear when handling hazardous material. The type of PPE to be worn, if any, is contained in the Safety Data Sheet (SDS).
- Staff utilizing or handling any hazardous material, should know the symptoms of exposure, emergency first aid and treatment for exposure.
- All hazardous materials should be stored in a manner prescribed on the SDS.

HOW SHOULD THE SCHOOL OR DISTRICT RESPOND?

If a hazardous spill or chemical release occurs within any area of the school office, immediately notify **911**. Inform the dispatcher of your school/address and a brief summary of the problem including the name of the hazardous material/chemical, location of the spill and a report of any injuries, illnesses, fire, explosion, etc.

- Approach incident from upwind.
- Stay clear of all spills (vapors, fumes, smoke, fire, possibility of explosion, other).
- Notify Executive Director
- Activate necessary portions of Incident Command System (ICS) and appoint Incident Commander. Expand ICS as needed and make necessary assignments appropriate to the incident.
- Begin documentation of events.
- The situation or advice from law enforcement, fire department or a hazardous materials unit deployed to the scene of the spill will determine whether to “Shelter-In-Place” or to “Evacuate” the building. If evacuation is ordered, instruct staff to always move crosswind and upwind. Never move downwind into a chemical. To check wind direction, look at movement of trees or flags.
- If “Sheltering-In-Place”, if possible, shut off all air-conditioning and heating units. Close all windows and door openings and try to seal gaps under doorways and windows with wet cloth or towels.
- Close all shades or drapes. Instruct staff to stay away from windows.
- If gas or vapors have entered the building, take shallow breaths through a cloth or towel.
- Keep telephones lines clear for emergency calls.
- If an evacuation is ordered, follow all instructions.
- Upon reaching an alternative evacuation area, take head count and report missing or ill staff to Incident Commander and/or law enforcement.

MEDICAL EMERGENCY

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

SOME EMERGENCY PREVENTION/PREPAREDNESS GUIDELINES

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

WHAT TO DO IF A MEDICAL EMERGENCY OCCURS

- Assess seriousness of injury and/or illness by doing START (Simple Triage and Rapid Treatment, commonly called Thirty-Two-Can Do). If a student or staff member fails any

of the three simple tests (Respirations, Perfusion, and Mental), their medical status is IMMEDIATE (RED). Administer first aid or CPR as needed.

- **Call 911** and be prepared to provide:
 - ✓ Your address, building letter (A, B, C, D, etc.), room or floor number
 - ✓ Describe illness or type of injury
 - ✓ How the illness or type of injury occurred
 - ✓ Age of ill or injured staff member
 - ✓ Quickest way for ambulance to enter location on site
- Notify the Executive Director
- Assign a staff member to meet and direct rescue services to the location of the injured party.
- Notify a student or staff member's family of situation, including type of injury/illness, medical care being given and location where staff has been transported.
- When appropriate, advise other staff of the situation.
 - Follow-up with a student or staff member's family.

CARDIAC ARREST RESPONSE

In the event of a **sudden cardiac arrest** on campus, the following procedures will be followed:

- **Immediate Emergency Activation**
 - Call 911 and report a suspected cardiac arrest.
 - Assign a staff member to meet and direct emergency responders.
- **Initiation of CPR**
 - Begin **Cardiopulmonary resuscitation (CPR)** immediately if the individual is unresponsive and not breathing normally.
 - Use **hands-only CPR** if trained personnel are not immediately available.
- **Use of AED**
 - Retrieve and use the nearest on-campus **Automated External Defibrillator (AED)** as quickly as possible.
 - Follow AED voice prompts until emergency responders arrive and take over care.
- **Training & Drills**

- Designated staff shall receive training in CPR and AED use.
- The school will conduct periodic cardiac emergency response drills to maintain readiness.

GAS ODOR/LEAK

Natural gas has an additive that gives off a distinct odor allowing you to detect (smell) a leak.

In most cases, handling a gas leak involves:

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

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

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

GAS ODOR OR LEAK INSIDE A BUILDING

- Evacuate the building(s) and move to a safe assembly area as far away as possible from the targeted building.
- Assign Emergency Management Team members to direct students/staff evacuating other buildings to stay away from the building with odor/leak.
- If necessary, activate the Incident Command System and establish Command Post.
- Begin completing Staff Accountability Report.
- Report any missing students and staff to the Command Post.
- Assign a liaison to interact with the Fire Department, Gas Company or law enforcement.

IF GAS ODOR OR LEAK IS DETECTED OUTSIDE THE BUILDING

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

SHELTER-IN-PLACE PROCEDURES

Why You Might Need to Shelter-In-Place

Chemical, biological, or radiological contaminants may be released accidentally or intentionally into the environment. Should this occur, information will be provided by local authorities, TV or radio on how to protect students/staff. Because information will most likely be provided on television and radio, it is important to keep a TV or radio on, even during the workday or instructional time. The important thing is for you to follow instructions of local authorities.

Following Are Actions to Follow at Your Worksite:

- Follow reverse evacuation procedures to bring students and staff indoors.
- If there are visitors in the building, provide for their safety by asking them to stay. When authorities provide directions to “shelter-in-place”, they want everyone to take those steps now, where they are, and not drive or walk outdoors.
- Provide for answering telephone inquiries by having at least one telephone available in the room selected to provide shelter for the Office Manager, or the person designated to answer these calls. This room should also be sealed. Walkie-talkies will be used to communicate among all rooms where staff are sheltering-in-place.
- Ideally, provide a way to make announcements over the public address system from the room where the site administrator takes shelter.
- Provide directions to close and lock all windows, exterior doors and any other openings to the outside.
- If there is danger of an explosion, direct that window shades, blinds, or curtains be closed.
- Have employees familiar with the building’s mechanical system turn off all fans, heating and air conditioning systems. Some systems automatically provide for exchange of inside air with outside air – these systems, in particular, need to be turned off, sealed, or disabled.
- Gather essential disaster supplies, such as nonperishable food, bottled water, battery-powered radios, first aid supplies, flashlights, batteries, duct tape, plastic sheeting and plastic garbage bags.
- Designate interior rooms(s) above the ground floor with the fewest windows or vents. The room(s) should have adequate space for everyone to be able to sit in. Avoid overcrowding by selecting several rooms if necessary. Large storage closets, utility rooms, meeting rooms, or conference rooms without exterior windows will also work well.
- Call emergency contacts and have the phone available if you need to report a life-threatening condition.
- Bring everyone into the rooms that have been designated. Shut and lock the door.

- Use duct tape and plastic sheeting (heavier than food wrap) to seal all cracks around the doors and any vents into the room. Consider pre cutting plastic sheeting to seal windows, doors, and vents. Each piece should be several inches larger than the space you want to cover so that it lies flat against the wall or ceiling/. Label each piece with the location of where it fits.

EXTENDED POWER LOSS/BLACKOUT

In the event of extended power loss to a facility certain precautionary measure should be taken depending on the geographical location and environment of the facility:

- Unnecessary electrical equipment and appliances should be turned off in the event that power restoration would surge causing damage to electronics and affecting sensitive equipment.
- Facilities with freezing temperatures should turn off and drain the following lines in the event of a long-term power loss.
 - Fire sprinkler system
 - Standpipes
 - Potable water lines
 - Toilets
- Add propylene-glycol to drains to prevent traps from freezing
- Equipment that contain fluids that may freeze due to long term exposure to freezing temperatures should be moved to heated areas, drained of liquids, or provided with auxiliary heat sources.

Upon Restoration of heat and power:

- Electronic equipment should be brought up to ambient temperatures before energizing to prevent condensate from forming on circuitry.
- Fire and potable water piping should be checked for leaks from freeze damage after the heat has been restored to the facility and water turned back on.

GUIDELINES FOR SPEAKING TO THE MEDIA

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

- **READ all press statements**
- **Re-state the nature of the incident; its cause and time of origin**
- **Describe the size and scope of the incident**
- **Report on the *current* situation**

- **Speak about the resources being utilized in response activities**
- **Reassure the public that everything possible is being done**
- **DO NOT release any names**
- **When answering questions be truthful; but consider the emotional impact the information could have upon listeners**
- **Avoid speculation; do not talk “off the record”**
- **Do not use the phrase “no comment”**
- **Set up press times for updates**
- **Control media location**

****SAMPLE PRESS RELEASE****

Event: EARTHQUAKE Date: MARCH 1, xxx Release 001 #:
Time: 8:00 A.M.

TITLE OF RELEASE: LARGE EARTHQUAKE CAUSES MODERATE DAMAGE TO ELEMENTARY SCHOOL IN GENERIC COUNTY

FOR IMMEDIATE RELEASE

EXAMPLE.....At 5:25 a.m. on March 1, 2006 an earthquake measuring 7.2 on the Richter Scale caused moderate damage to the ELEMENTARY SCHOOL located at 1234 Anywhere Blvd. in Pleasantville, CA. There are no reports of injuries available. Search and Rescue crews are searching the building at this time. Roadways leading to the school site have been damaged and an overpass on Hwy. 101 leading to the school has been damaged and is closed. The public is asked to remain clear of the area to allow emergency responders to access the site. Parents are asked NOT to go to the school as this will hamper rescue efforts.

School Districts throughout the county are instructed to call in to the County Office of Education at -(XXX) XXX-XXXX - to report any damage or injuries to their own buildings or their school sites following established school closure procedures.

Due to the magnitude of the earthquake and the damage throughout the county, the County Operational Area Emergency Operations Center has been activated. Additional information can be obtained by calling the Op Area Public Information Hotline at XXX-XXXX.

Further details will be provided when available.

Next Scheduled Release: As needed

PART 10: Safety Procedure Pesticide/Toxic Substance Release Response Policy for Connecting Waters Charter Schools

Purpose:

This policy is established to safeguard the health and well-being of students, staff, and visitors in the event of a pesticide or toxic substance release within a quarter mile of the school premises. The objective is to ensure prompt and effective response measures to minimize potential health risks and environmental impact.

Notification Procedures:

Immediate Notification:

- In the event of a pesticide or toxic substance release within a quarter mile of the school, the responsible party, whether it be a neighboring entity, government agency, or private organization, must immediately notify the school administration.

Emergency Contacts:

- Maintain a current list of emergency contacts, including local emergency response agencies, environmental agencies, and relevant authorities. Ensure that these contacts are readily accessible to school administration.

School Response:

Evacuation Procedures:

- If the release poses an immediate threat to the health and safety of students, staff, or visitors, the school will implement evacuation procedures in accordance with the established emergency response plan.

Shelter-in-Place Protocols:

- If evacuation is not deemed safe or practical, Connecting Waters will implement shelter-in-place protocols to minimize exposure. This may include sealing doors and windows, turning off ventilation systems, and moving individuals to designated safe areas within the building.

Communication with Parents and Guardians:

- Connecting Waters will communicate promptly with parents and guardians, providing information about the incident, the actions being taken, and any precautions they should follow.

Medical Assistance:

- In the event of exposure or health concerns, Connecting Waters will seek immediate medical assistance for affected individuals. Emergency medical services will be contacted, and parents will be notified as appropriate.

Environmental Impact Assessment:

Collaboration with Authorities:

- Connecting Waters will collaborate with local environmental agencies to assess the impact of the pesticide or toxic substance release on the school premises. This may include air and water quality testing.

Temporary Closure:

- If the release has the potential to adversely affect the school environment, temporary closure may be implemented until the premises are deemed safe for occupancy.

Documentation and Reporting:

Incident Documentation:

- Maintain thorough documentation of the incident, including notifications, response actions, communications, and any follow-up activities.

Reporting to Authorities:

- Comply with all legal requirements for reporting the incident to relevant environmental and health authorities.

Review and Training:

Regular Review:

- Regularly review and update this policy in collaboration with local authorities and environmental agencies to ensure its effectiveness and compliance with applicable laws and regulations.

Training:

- Conduct regular training and drills to ensure that school staff are familiar with the procedures outlined in this policy and can respond effectively in the event of a pesticide or toxic substance release.

PART 11: Emergency Shelter Activation Procedures for Connecting Waters Charter School Buildings

When a school site is used by the American Red Cross or any other organization as an emergency shelter, it's essential to have clear protocols in place to ensure the safety, well-being, and efficient operation of the shelter. Below are key protocols that a school might need in such a situation:

Activation Protocol:

- Connecting Waters Charter School will clearly define the circumstances and criteria for the activation of Connecting Waters Charter School as an emergency shelter.
- Connecting Waters Charter School will outline the process for initiating the activation, including whom has the authority to make the decision.

Communication Plan:

- The agency using the building shall establish a communication plan to notify school administrators, staff, and relevant stakeholders about the activation of the emergency shelter.
- Both parties will provide contact information for key personnel involved in the shelter operation.

Facility Readiness: Connecting Waters Charter School, in cooperation with the agency using the school, will:

- Develop a checklist to ensure that the school facilities are prepared for use as a shelter, including inspections of safety systems, utilities, and general infrastructure.
- Specify the areas of the school that will be used for shelter purposes.

Resource Allocation:

- The agency using the building shall establish a system for tracking inventory used (if any) while the school is being used as an emergency shelter.

Staffing and Roles: The agency using the building, with cooperation from the school, shall:

- Outline staffing plans with roles and responsibilities for school staff, American Red Cross personnel, and volunteers.

Security Measures: The agency using the building, with cooperation from the school, shall:

- Implement security protocols to ensure the safety of shelter residents, staff, and school property.
- Specify access control measures and procedures for handling security incidents.

Logistical Operations: The agency using the building, with cooperation from the school, shall:

- Detailed procedures for the registration of shelter residents and the overall operation of the shelter.
- Establish protocols for managing special needs populations and accommodating individuals with disabilities.

Health and Safety Guidelines: The agency using the building, with cooperation from the school, shall:

- Provide health and safety guidelines for shelter residents, staff, and volunteers.
- Outline procedures for managing medical emergencies and coordinating with local health authorities.

Community Outreach and Information: The agency using the building, with cooperation from the school, shall:

- Develop plans for community outreach to inform the public about the availability of the shelter.
- Establish methods for disseminating information about shelter services, hours of operation, and any specific rules or guidelines.

Post-Emergency Deactivation: The agency using the building, with cooperation from the school, shall:

- Clearly define procedures for deactivating the emergency shelter when it is no longer needed.
- Outline steps for returning the school facilities to their normal function and conducting post-shelter assessments.

Documentation and Reporting:

- The agency using the building shall maintain detailed records of shelter operations, including the number of residents, resources used, and any incidents that occurred.
- Connecting Waters will establish a reporting mechanism to communicate regularly with relevant authorities and stakeholders.

These protocols are crucial for facilitating a well-organized and effective response when a school site is used as an emergency shelter. Regular review and updates to these protocols are essential to account for changes in personnel, regulations, and community needs.

PART 12: Safety Protocols: Walkie Talkie Protocols

Objective:

This policy outlines the guidelines and procedures for the use of walkie-talkies by staff members. The purpose is to establish a reliable communication system to enhance safety, security, and operational efficiency within the school environment.

Scope:

This policy applies to all staff members, including teachers, administrators, custodial staff, security personnel, and any other designated individuals authorized to use walkie-talkies on school premises.

Issuance and Responsibility:

- a. Walkie-talkies will be assigned by the school administration to individual work stations throughout each school site.
- b. Staff members using walkie-talkies are responsible for their proper use, care, and recharging.

Professional Communication:

- a. Walkie-talkies are to be used for professional and school-related communication purposes only.
- b. The use of walkie-talkies for personal or non-school related conversations is strictly prohibited.

Regular Checks:

- a. Staff members are responsible for checking the functionality of their assigned walkie-talkies regularly.
- b. Malfunctioning or damaged walkie-talkies should be reported to the school administration for repair or replacement.

Battery Management:

Walkie-talkies should be charged regularly to ensure they are operational when needed. Spare batteries should be available, and staff members are encouraged to replace batteries proactively.

Unauthorized Use:

Walkie-talkies are for official school use only. Unauthorized use, including lending to non-staff members, is strictly prohibited. Unauthorized possession or use may result in disciplinary action.

Lost or Stolen Walkie-Talkies:

Staff members are required to report lost or stolen walkie-talkies immediately to the school administration. The school administration will conduct an investigation, and appropriate action will be taken based on the circumstances.

Training Programs:

All staff members issued walkie-talkies will receive training on proper usage, emergency procedures, and communication protocols. Refresher training sessions will be conducted periodically or whenever new protocol has been issued.

Review and Updates:

This policy will be reviewed annually and updated as needed. Any changes to the policy will be communicated to relevant school staff.

PART 13: Safety Procedures—Suspension/Expulsion Policies/ Procedures

[EC 47605(6)(F)(ii); EC 32282.(2)(C)]

According to the Education Code (EC § 32282):

(2) Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:

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

(CDE School Safety Plan Compliance Checklist guidance: Refer to Board Policy, include site-specific steps, if needed.)

Connecting Waters Charter School Suspension and Expulsion Procedures CWCS Board Approved 6/11/2024

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and well-being of all students at the Charter Schools. In creating this policy, Connecting Waters Charter Schools ("CWCS" or "the Charter Schools") have reviewed Education Code Section 48900 et seq. which describes the offenses for which students at non-charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 et seq. The Charter Schools are

committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter Schools' policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. The Charter Schools staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations.

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

The Charter Schools administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary disenrollment policies and procedures. The notice shall state that this Policy and its Procedures are available upon request at the Executive Director's office.

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

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

No student shall be involuntarily removed by the Charter Schools for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall

be in the native language of the student or the student's parent/guardian and shall inform the student, and the student's parent/guardian of the basis for which the student is being involuntarily removed and the student's parent/guardian's, right to request a hearing to challenge the involuntary removal. If a student's parent/guardian requests a hearing, the Charter Schools shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/ guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Policy

The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

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; or d) during, going to, or coming from a school-sponsored activity.

Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended when it is determined the student: Caused, attempted to cause, or threatened to cause physical injury to another person.
 - a. Willfully used force or violence upon the person of another, except self-defense.
 - b. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - c. 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.
 - d. Committed or attempted to commit robbery or extortion.
 - e. Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.
 - f. Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
 - g. 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 the student's own prescription products by a student.
 - h. Committed an obscene act or engaged in habitual profanity or vulgarity.
 - i. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

- j. Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.
- k. 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.
- l. 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.
- m. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- n. 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 student. For purposes of this section, "hazing" does not include athletic events or school sanctioned events.
- o. Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. For purposes of this policy, "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 their own safety or for their immediate family's safety, or for the protection of school property, which includes, but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- p. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, 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 provision shall apply to students in any of grades 4 to 12, inclusive.
- q. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This section shall apply to students in any of grades 4 to 12, inclusive.
- r. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and

invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

s. 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 their age, or for a person of their 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 their physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with their academic performance.
- iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School. "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

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

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

- (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
- (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed that the student was or is the student who was impersonated.

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

iii. An act of cyber sexual bullying.

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

of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, "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.

2) 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.

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

u. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student 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 Executive Director or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended when it is determined the student:

a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had

obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

- b. Brandished a knife at another person.
 - c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
 - d. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.
3. Discretionary Expellable Offenses: Students may be recommended for expulsion 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, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e. Committed or attempted to commit robbery or extortion.
 - f. Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.
 - g. Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
 - h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
 - i. Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k. Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.
 - l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

- m. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o. Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student 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 student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
- p. Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. For purposes of this policy, "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 their own safety or for their immediate family's safety, or for the protection of school property, which includes, but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- q. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, 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 provision shall apply to students in any of grades 4 to 12, inclusive.
- r. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This section shall apply to students in any of grades 4 to 12, inclusive.
- s. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) rights by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

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- 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 their age, or for a person of their 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 their physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with their academic performance.
- iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

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

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

iii. An act of cyber sexual bullying.

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

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

- u. A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3) (a) – (b).
- v. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student 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 Executive Director or designee’s concurrence.

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

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

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

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

The Charter School will use the following definitions: The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing;

(C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

- The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such a term does not include an antique firearm.
- The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb, (B) grenade, (C) rocket having a propellant charge of more than four ounces, (D) missile having an explosive or incendiary charge of more than one-quarter ounce, (E) mine, or (F) device similar to any of the devices described in the preceding clauses.

Suspension Procedure

Suspensions of fewer than 10 days for a single event shall be initiated according to the following procedures:

1. Conference

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

The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger

to the lives, safety or health of students or Charter Schools personnel. If a student is suspended without this conference, both the parent/guardian (for students under age 18) and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student 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 student for failure of the student's parent or guardian to attend a conference with Charter Schools officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student'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 of students under age 18 by telephone or in person. Whenever a student under age 18 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(s) committed by the student as well as the date and time when the student may return to school following the suspension. If CWCS 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 Executive Director designee, the student and the student's parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parents, unless the student and the student's parents fail to attend the conference. This determination will be made by the Executive Director or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student,

or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

Authority to Expel

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

A student may be expelled either by the neutral and impartial Charter Schools Board following a hearing before it or by the Charter Schools Board upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a Board member of the Charter Schools' governing board. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

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 Executive Director or designee determines that the Student has committed an expellable offense and recommends the student for expulsion.

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 student confidentiality rules under the Family Educational Rights and Privacy Act ("FERPA")) unless the Student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon the mailing of the notice, it shall be deemed served upon the student. 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 CWCS'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 CWCS to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

CWCS 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 CWCS or the entity presiding over the hearing. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

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 their right to (a) receive five (5) days' notice of his/her scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian, or legal counsel; and (c) elect to have the hearing closed while testifying.
2. CWCS 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 the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing (either the Administrative Panel or the Board) 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 the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity

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

7. If one or both of the support persons is also a witness, CWCS must present evidence that the witness' presence is both desired by the witness and will be helpful to CWCS. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe 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 student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

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.

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, or a determination by the Board, 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 student, 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 their testimony heard in a session closed to the public. Expulsion Decision

Expulsion Decision

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 Board shall make the final determination regarding the expulsion 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 or the Board ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

Written Notice to Expel

The Executive 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 and student's parent/guardian. This notice shall also include the following: (a) the specific offense committed by the student; and (b) 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 CWCS.

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

Disciplinary Records

CWCS shall maintain records of all student suspensions and expulsions at CWCS. Such records shall be made available to the chartering authority upon request.

No Right to Appeal

The student shall have no right of appeal from expulsion from CWCS as the Board's decision to expel shall be final.

Expelled Students/Alternative Education

Parents/guardians of students 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. CWCS 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. Within 5 school days of the expulsion, CWCS shall have a voluntary post-expulsion meeting with parents/guardians in the manner requested to assist with locating alternative placements during expulsion, including in the County or school district of residence.

Rehabilitation Plans

Students who are expelled from CWCS 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 student may reapply to CWCS for readmission.

Readmission of Previously Expelled Student

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

Notice to Teachers

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

Involuntary Removal for Truancy

In accordance with Education Code Section 51747 and the Charter School's Board policy on independent study, after one (1) missed assignment, an evaluation is held to determine whether it is in the best interest of the student to remain in independent study. If it is determined that it is not in the student's best interest to remain in independent study, the Charter School may involuntarily remove the student after the Charter School follows the requirements of the Missed Assignment Policy and only after providing notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal as set forth herein. Students who are involuntarily removed for truancy shall be given a rehabilitation plan and shall be subject to the readmission procedures set forth herein.

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

1. Notification of SELPA

The 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 that the Charter School or the 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 (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

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

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

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

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

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

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

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

4. Due Process Appeals

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

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20

U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

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

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

5. Special Circumstances

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

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

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

6. Interim Alternative Educational Setting

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

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

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

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

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

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

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

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

PART 14: Safety Procedures—Procedures to Notify Teachers of Dangerous Pupils

[EC 47605(6)(F)(ii); EC 32282.(2)(D)]

According to the Education Code (EC § 32282):

(2) Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:

(D) Procedures to notify teachers of dangerous pupils pursuant to Section 49079.

(CDE School Safety Plan Compliance Checklist guidance: Refer to Board Policy, include site-specific steps, if needed.)

Dangerous Pupils

Ed Code 49079 requires teacher notification of students committing or reasonably suspected of committing a "dangerous act" within the last 3 years (Ed Code 48900 except for tobacco and nicotine). A student who has, or is reasonably suspected of having violated Section 48900 [except (h)], 48900.2, 48900.3, and 48900.4 falls into this category. The information has to be shared in a confidential manner with the teachers as appropriate.

Staff Training

Staff receive training on the student information system, which houses confidential student disciplinary information including previous suspension or expulsion notification.

Notification

Staff is notified by student records and/or guidance department when an alert is warranted.

CA Codes (edc:48900-48926) EDUCATION CODE
SECTION 48900-48926

PART 15: Safety Procedures— Title IX, Harassment, Discrimination, and Bullying Policy
[EC 47605(6)(F)(ii); EC 32282.(2)(E)]

According to the Education Code (EC § 32282):

(2) Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:

(E) A discrimination and harassment policy consistent with the prohibition against discrimination contained in Chapter 2 (commencing with Section 200) of Part 1.

Disclaimer: Board policies are continuously updated for compliance with state and federal guidelines for the most current policies please see our website.

Connecting Waters Charter School Title IX, Harassment, Intimidation, Discrimination, And Bullying Policy CWCS Board Approved 12/13/22

Discrimination, sexual harassment, 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, Connecting Waters Charter Schools ("CWCS") prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of our school campuses, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions and parental status), gender, gender identity, gender expression, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), immigration status, religion (including agnosticism and atheism), religious affiliation, sexual orientation, medical condition, genetic information, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected by applicable federal, state, local law, ordinance or regulation. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, CWCS will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. CWCS school staff that witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, CWCS will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with whom CWCS does business, or any other individual, student, or volunteer. This policy applies to all employee, student, or volunteer actions and relationships, regardless of position or gender. CWCS will promptly and thoroughly investigate and respond to any complaint of misconduct prohibited by this Policy in a manner that is not deliberately indifferent and will take appropriate corrective action, if warranted. CWCS complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

CWCS complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff and any individual designated as a coordinator, investigator or decision-maker will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator ("Coordinator"):

Jerri Levers
Executive Director
12420 Bentley Street
Waterford, CA 95386
(209) 874-1119 Ext. 6
ExecutiveDirector@cwcharter.org

Definitions

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with school or work because of sex, race or any other protected basis

- Retaliation for reporting or threatening to report harassment
- Deferential or preferential treatment based on any of the protected characteristics listed above

Prohibited Unlawful Harassment under Title IX

Title IX (20 U.S.C. § 1681 *et seq.*; 34 C.F.R. Part 106.1.) and California state law prohibit discrimination and harassment on the basis of sex. Under Title IX, “sexual harassment” means conduct on the basis of sex that satisfies one or more of the following:

- An employee of the recipient conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct;
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity; or
- “Sexual assault” as defined in 20 U.S.C. 1092(f)(6)(A)(v), “dating violence” as defined in 34 U.S.C. 12291(a)(10), “domestic violence” as defined in 34 U.S.C. 12291(a)(8), or “stalking” as defined in 34 U.S.C. 12291(a)(30).

In accordance with Title IX and California law, discrimination and harassment on the basis of sex in education institutions, including in the education institution’s admissions and employment practices, is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination and harassment in education programs or activities conducted by CWCS.

CWCS is committed to providing a work and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action. Inquiries about the application of Title IX and 34 C.F.R. Part 106 may be referred to the Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services,

honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against themselves or against another individual.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults.
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.

- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
 - Subjecting or threats of subjecting a student or an employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or employee's sex.

- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.
 - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
 - Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms)

The illustrations of harassment and sexual harassment above are not to be construed as an all- inclusive list of prohibited acts under this Policy.

Prohibited Bullying

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, 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* 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 the student's physical or mental health.**
- 3. Causing a reasonable student to experience a substantial interference with the student's academic performance.**
- 4. Causing a reasonable student to experience a substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by CWCS.**

* "Reasonable student" is defined as a student, including, but not limited to, an exceptional needs student, who exercises care, skill and judgment in conduct for a person of the student's age, or for a person of the student's age with the student's exceptional needs.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, videos or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

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, video, or image.**
- 2. A post on a social network Internet Web site including, but not limited to:**
 - a. Posting to or creating a burn page. A "burn page" means an Internet**

Web site created for the purpose of having one or more of the effects as listed in the definition of “bullying,” above.

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 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 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. An act of “Cyber sexual bullying” including, but not limited to:

- a. 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 definition of “bullying,” above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
- b. “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 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.

Formal Complaint of Sexual Harassment means a written document filed and signed by a complainant who is participating in or attempting to participate in CWCS’s education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that CWCS investigate the allegation of sexual harassment. At the time of filing a formal complaint of sexual harassment, a complainant must be participating in or attempting to participate in CWCS’s education program or activity.

Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Bullying and Cyberbullying Prevention Procedures

CWCS has adopted the following procedures for preventing acts of bullying, including cyberbullying.

Cyberbullying Prevention Procedures

CWCS advises students:

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

CWCS informs Charter School employees, students, and parents/guardians of CWCS's policies regarding the use of technology in and out of the classroom. CWCS encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

Education

CWCS employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. CWCS advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at CWCS and encourages students to practice compassion and respect each other.

CWCS educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other pupils based on protected characteristics.

CWCS's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

CWCS informs CWCS employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

Professional Development

CWCS annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other CWCS employees who have regular interaction with pupils.

CWCS informs certificated employees about the common signs that a student is a target of bullying including:

- **Physical cuts or injuries**
- **Lost or broken personal items**
- **Fear of going to school/practice/games**
- **Loss of interest in school, activities, or friends**
- **Trouble sleeping or eating**
- **Anxious/sick/nervous behavior or distracted appearance**
- **Self-destructiveness or displays of odd behavior**
- **Decreased self-esteem**

CWCS also informs certificated employees about the groups of students determined by CWCS, and available research, to be at elevated risk for bullying. These groups include but are not limited to:

- **Students who are lesbian, gay, bisexual, transgender, or questioning youth (“LGBTQ”) and those youth perceived as LGBTQ; and**
- **Students with physical or learning disabilities.**

CWCS encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for CWCS’s students.

Grievance Procedures

1. Scope of Grievance Procedures

CWCS will comply with its Uniform Complaint Procedures (“UCP”) policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person’s association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- a. Are written and signed;

- b. Filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying based on a protected characteristic, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- c. Submitted to the CWCS UCP Compliance Officer not later than six (6) months from the date the alleged unlawful 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.

The following grievance procedures shall be utilized for reports of misconduct prohibited by this Policy that do not comply with the writing, timeline, or other formal filing requirements of a uniform complaint. For formal complaints of sexual harassment, CWCS will utilize the following grievance procedures in addition to its UCP when applicable.

2. Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when 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 misconduct prohibited by this Policy.

Any or student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

Jerri Levers Executive Director (209) 874-1119 Ext. 6

ExecutiveDirector@cwcharter.org

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. CWCS will investigate and respond to all oral and written reports of misconduct prohibited by this Policy in a manner that is not deliberately indifferent. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal or physical abuses. Any student who feels they are a target of such behavior should

immediately contact a teacher, counselor, the Executive Director, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

CWCS acknowledges and respects every individual's right to privacy. 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. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

CWCS prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy. Knowingly making false statements or knowingly submitting false information during the grievance process is prohibited and may result in disciplinary action.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff and any individual designated as a coordinator, investigator or decision-maker and any person who facilitates an informal resolution process will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

3. Supportive Measures

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

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

to complainants and respondents may include but are not limited to counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. CWCS will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of CWCS to provide the supportive measures.

Investigation and Response

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of CWCS, the Coordinator or administrative designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the Coordinator or administrative designee determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the Coordinator (or administrative designee) will inform the complainant of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator or administrative designee will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, the Coordinator or administrative designee will not reveal confidential information related to other students or employees.

For investigations of and responses to formal complaints of sexual harassment, the following grievance procedures will apply:

- **Notice of the Allegations**
 - Upon receipt of a formal complaint of sexual harassment, the Coordinator will give all known parties written notice of its grievance process, including any voluntary informal resolution process. The notice will include:
 - A description of the allegations of sexual harassment at issue and to the extent known, the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident;
 - A statement that the respondent is presumed not responsible for the alleged conduct until a final decision is reached;
 - A statement that the parties may have an advisor of their choice, who may be an attorney, and may inspect and review evidence; and
 - A statement that CWCS prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process.

- **Emergency Removal**

- CWCS may place a non-student employee respondent on administrative leave during the pendency of a formal complaint of sexual harassment grievance process in accordance with CWCS's policies.
- CWCS may remove a respondent from CWCS's education program or activity on an emergency basis, in accordance with CWCS's policies, provided that CWCS undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.
- This provision may not be construed to modify any rights under the IDEA, Section 504, or the ADA.

- **Informal Resolution**

- If a formal complaint of sexual harassment is filed, CWCS may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If CWCS offers such a process, it will do the following:
 - Provide the parties with advance written notice of:
 - The allegations;
 - The requirements of the voluntary informal resolution process including the circumstances under which the parties are precluded from resuming a formal complaint of sexual harassment arising from the same allegations;
 - The parties' right to withdraw from the voluntary informal resolution process and resume the grievance process at any time prior to agreeing to a resolution; and
 - Any consequences resulting from participating in the voluntary informal resolution process, including the records that will be maintained or could be shared; and
 - Obtain the parties' advance voluntary, written consent to the informal resolution process.
- CWCS will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

- **Investigation Process**

- The decision-maker will not be the same person(s) as the Coordinator or the investigator. CWCS shall ensure that all decision-makers and investigators do not have a conflict of interest or bias for or against complainants or respondents.
- In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the investigator determines that an investigation will take longer than twenty-

five (25) school days and needs to be delayed or extended due to good cause, the investigator will inform the complainant and any respondents in writing of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

- The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview.
- The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence.
- A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.
- Prior to completion of the investigative report, CWCS will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator's consideration prior to the completion of the investigation report.
- The investigator will complete an investigation report that fairly summarizes all relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.

- **Dismissal of a Formal Complaint of Sexual Harassment**

- If the investigation reveals that the alleged harassment did not occur in CWCS's educational program in the United States or would not constitute sexual harassment even if proved, the formal complaint with regard to that conduct must be dismissed. However, such a dismissal does not preclude action under another applicable CWCS policy.
- CWCS may dismiss a formal complaint of sexual harassment if:
 - The complainant provides a written withdrawal of the complaint to the Coordinator;
 - The respondent is no longer employed or enrolled at CWCS; or
 - The specific circumstances prevent CWCS from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.
- If a formal complaint of sexual harassment or any of the claims therein are dismissed, CWCS will promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to the parties.

- **Determination of Responsibility**

- The standard of evidence used to determine responsibility is the preponderance of the evidence standard.

- Determinations will be based on an objective evaluation of all relevant evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness.
- CWCS will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:
 - The allegations in the formal complaint of sexual harassment;
 - All procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
 - The findings of facts supporting the determination;
 - The conclusions about the application of CWCS's code of conduct to the facts;
 - The decision and rationale for each allegation;
 - Any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
 - The procedures and permissible bases for appeals.

Consequences

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process may be subject to disciplinary action up to and including expulsion from CWCS or termination of employment. The Coordinator is responsible for effective implementation of any remedies ordered by CWCS in response to a formal complaint of sexual harassment.

Right of Appeal

Should the reporting individual find CWCS's resolution unsatisfactory, the reporting individual may within five (5) business days of notice of CWCS's decision or resolution, submit a written appeal to the President of the CWCS Board, who will review the investigation and render a final decision.

The following appeal rights and procedures will also apply to formal complaints of sexual harassment:

- The complainant and the respondent shall have the same appeal rights and CWCS will implement appeal procedures equally for both parties.
- Within five **(5) business days** of CWCS's written decision or dismissal of the complaint, the complainant or respondent may submit a written appeal to the Coordinator.
- The decision-maker(s) for the appeal will not be the same person(s) as the Coordinator, the investigator or the initial decision-maker(s).

- The complainant and respondent may appeal from a determination regarding responsibility, and from CWCS's dismissal of a formal complaint or any allegations therein, on the following bases:
 - Procedural irregularity that affected the outcome of the matter;
 - New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
 - The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.
- CWCS will notify the other party in writing when an appeal is filed.
- The decision-maker for the appeal will give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome; issue a written decision describing the result of the appeal and the rationale for the result; and provide the written decision simultaneously to both parties.

Recordkeeping

All records related to any investigation of complaints under this Policy are maintained in a secure location.

CWCS will maintain the following records for at least seven (7) years:

- **Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant.**
- **Records of any appeal of a formal sexual harassment complaint and the results of that appeal.**
- **Records of any informal resolution of a sexual harassment complaint and the results of that informal resolution.**
- **All materials used to train Title IX coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.**

Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

PART 16: Safety Procedures: Safe and Orderly Environment of Study

CWCS supports our students through homeschooling, independent study, in-person and/or online synchronous (real time) class opportunities. CWCS Supports a safe and orderly environment of study through the following procedures.

PART 17: Workplace Violence Prevention Plan

This section shall outline Connecting Waters Charter Schools (“CWCS”) Workplace Violence Prevention Plan (“Plan”) as required by Labor Code § 6401.9. It shall be the policy of CWCS to provide its employees with a safe and healthy work environment. To that end, CWCS shall take appropriate actions to prevent acts of violence, threats, intimidation, and harassment from occurring on site and during the performance of employees’ job duties.

DEFINITIONS

For purposes of this Plan, the following definitions apply:

“**Emergency**” means unanticipated circumstances that can be life threatening or pose a risk of significant injuries to employees or other persons.

“**Engineering controls**” mean an aspect of the built space or a device that removes a hazard from the workplace or creates a barrier between the worker and the hazard.

“**Log**” means the violent incident log, required in Part III of this Plan.

“**Plan**” means this Workplace Violence Prevention Plan.

“**Threat of violence**” means any verbal or written statement, including, but not limited to, texts, electronic messages, social media messages, or other online posts, or any behavioral or physical conduct, that conveys an intent, or that is reasonably perceived to convey an intent, to cause physical harm or to place someone in fear of physical harm, and that serves no legitimate purpose.

“**Workplace Violence**” includes but is not limited to the following: (i) the threat or use of physical force against an employee that results in, or has a high likelihood of resulting in, injury, psychological trauma or stress, regardless of whether the employee sustains an injury; (ii) an incident involving a threat or use of a firearm or other dangerous weapon, including the use of common objects as weapons, regardless of whether the employee sustains an injury; (iii) the following four workplace violence types:

Type 1: violence committed by a person with no legitimate business at the worksite;

Type 2: violence directed at employees by students, parents, contractors, volunteers, or visitors;

Type 3: violence against an employee by a present or former employee, supervisor, or manager;

Type 4: violence committed in the workplace by a person who does not work there, but has or is known to have had a personal relationship with an employee.

Workplace Violence does not include lawful acts of self-defense or defense of others.

“**Work practice controls**” means procedures and rules which are used to effectively reduce workplace violence hazards.

Response to Actual or Potential Workplace Violence Emergencies

A workplace violence emergency is any incidence of workplace violence that entails the potential loss of life or significant injury to any person at the workplace.

If a workplace violence emergency is so severe as to trigger a lockdown or evacuation of the workplace according to the School's safety plan, such as when firearms are involved or a when an intruder has entered the site with violent or criminal intent, CWCS will initiate and follow the emergency procedures set forth in its school safety plan.

If a workplace violence emergency does not rise to the level of a school-wide response but is ongoing and entails potential or threatened loss of life or significant injury to any person at the workplace, any other employees witnessing or experiencing the workplace violence incident must report the incident as soon as possible to HR Administrative Assistant and/or Executive or Deputy Executive Director and/or other responsible administrator by calling them on the phone or by whichever alternative means would reach them fastest.

If no responsible administrator or the HR Administrative Assistant is available to address the workplace violence incident, please call 911 and then notify the HR Administrative Assistant and Executive Director as soon as it is safe to do so.

Training Procedures

CWCS will provide annual workplace violence prevention training^[A3] in accordance with the requirements of California Labor Code section 6401.9, subdivision (e), including but not limited to the following:

1. The Plan, how to obtain a copy of the Plan at no cost, and how to participate in development and implementation of the Plan.
2. The Plan's definitions and the General Workplace Violence Plan Procedures.
3. How employees can search for and recognize workplace violence hazards and risk factors associated with the three types of workplace violence.
4. How to report workplace violence incidents, threats, or concerns to the school or to law enforcement without fear of reprisal from the school or the individual against whom the report is filed.
5. Ways to defuse hostile or threatening situations.
6. Routes and methods of escaping from workplace violence incidents.
7. How this Plan integrates with the school's safety plan.
8. How and when to notify law enforcement authorities when a criminal act may have occurred or is potentially about to occur.
9. Emergency medical care to be provided to a victim of any violent act.
10. Any workplace violence hazards specific to the school environment, the corrective measures the school has implemented, and how to seek assistance to prevent or respond to violence and to avoid physical harm.

11. The workplace violence incident log, and how to obtain records the school is required to keep pursuant to the Recordkeeping part of this Plan, below.

12. An opportunity for live questions and answers on the Plan with the Deputy Executive Director.

In addition to an annual training session on these topics, the school will conduct training every time a new or previously unrecognized workplace violence hazard is identified and whenever changes are made to the Plan. This additional training may be limited only to the new workplace violence hazards identified or to the new changes to the Plan.

The Executive Director will ensure that this training is completed and that records of employee participation are kept and filed in accordance with the school's recordkeeping procedures.

For more information on CWCS's workplace violence prevention policy, please refer to the school's website.

PART 18: Safety Procedure: Hate crime reporting

Purpose:

This policy is established to create a safe and inclusive learning environment for all students, staff, and visitors. Connecting Waters Charter Schools are committed to preventing and addressing hate crimes promptly and effectively. This policy outlines the procedures for reporting and addressing incidents of hate crimes within the school community.

Definition of a Hate Crime:

A hate crime is any criminal offense, including violence or threats of violence, that is committed against a person or their property because of their perceived race, color, religion, national origin, sexual orientation, gender identity, disability, or other protected characteristic.

Reporting Procedures:

Immediate Reporting:

- Any student, staff member, or visitor who witnesses or experiences a potential hate crime must report it immediately to a teacher, school staff member, or school administrator.
- Reports can be made verbally or in writing, ensuring that the information provided is as detailed as possible, including date, time, location, individuals involved, and a description of the incident.

Confidential Reporting:

- The school encourages individuals to report hate crimes confidentially, if they feel more comfortable doing so. Anonymous reporting mechanisms, such as suggestion boxes or online forms, will be made available for this purpose.

Staff Responsibilities:

- All school staff members are responsible for taking reports seriously and responding promptly.
- Teachers and staff must promptly report any incidents brought to their attention to the Executive Team.

School Investigation:

- The Executive Team will conduct a thorough and impartial investigation into reported hate crimes.
- If appropriate, law enforcement may be involved in the investigation.

Support Services:

- Connecting Waters will provide support services to individuals who have experienced or witnessed a hate crime. This may include counseling services, referrals to community resources, or other appropriate interventions.

Disciplinary Action:

- Any student found to have committed a hate crime will be subject to disciplinary action in accordance with the school's code of conduct. Disciplinary measures may include counseling, education, suspension, expulsion, or legal action if necessary.

Educational Initiatives:

- Connecting Waters will implement educational initiatives to promote diversity, inclusion, and respect within the school community. This may include workshops, training programs, and awareness campaigns.

Communication:

The school will communicate this policy to all students, staff, and parents, emphasizing the importance of reporting hate crimes and the consequences for those who engage in such behavior.

PART 19: Safety Procedures: Body Shaming Policy

Purpose:

CWCS is committed to providing a safe, inclusive, and respectful learning environment for all students. This policy is designed to address and prevent body shaming behaviors within the school community.

Definition:

Body shaming refers to any negative or judgmental comments, actions, or behaviors that criticize or make individuals feel self-conscious about their body size, shape, appearance, or any other physical characteristic.

Guiding Principles:

Inclusivity: CWCS promotes an inclusive culture that respects and values the diversity of body shapes, sizes, and appearances among students and staff.

Respect and Empathy: All members of the school community are expected to treat one another with respect and empathy. Negative comments, teasing, or bullying related to physical appearance are not acceptable.

Education and Awareness: CWCS will incorporate age-appropriate education and awareness programs to help students understand the importance of body positivity and acceptance.

Reporting Mechanism: Students, staff, and parents are encouraged to report any incidents of body shaming to school administrators. Reports can be made anonymously if preferred.

Investigation and Intervention: Upon receiving a report, CWCS will conduct a thorough investigation into the matter. Depending on the severity of the incident, interventions may include counseling, mediation, and appropriate disciplinary action.

Support Systems: CWCS will provide support systems for students who may be affected by body shaming incidents. This may include counseling services, peer support groups, or other resources.

Parental Involvement: Parents are an essential part of their child's education., Parents will be informed and involved in addressing incidents of body shaming. CWCS will work collaboratively with parents to ensure a coordinated approach to promoting a positive school environment.

Staff Training: All school staff members will receive training on recognizing and addressing body shaming behaviors. This training will be regularly updated to stay current with best practices.

Consequences:

Consequences for engaging in body shaming behavior may include, but are not limited to, verbal counseling, written warnings, loss of privileges, suspension, or expulsion, depending on the severity and repetition of the behavior.

Review and Revision:

This policy will be reviewed periodically to ensure its effectiveness and relevance. Any necessary revisions will be made to reflect the evolving needs of the school community.

By implementing and enforcing this policy, CWCS aims to create a nurturing and respectful environment that allows all students to thrive academically and personally.

PART 20: Safety Procedures—Schoolwide Dress Code, Including Prohibition of Gang-Related Apparel

[EC 47605(6)(F)(ii); EC 32282.(2)(F)]

According to the Education Code (EC § 32282):

(2) Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:

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

Connecting Waters Charter School Student Dress Code

The CWCS dress code sets standards that promote a positive and safe learning environment for all students. Students should wear neat, clean and appropriate clothing at all school activities, including classes, school dances, graduation activities, and testing.

The following guidelines shall apply to all school activities:

1. Students shall dress appropriately for educational activities in which they will participate so as not to endanger their health, safety, or welfare, or that of others, or cause a disruption to the educational process. Clothes shall be sufficient to conceal undergarments when sitting or standing. The following articles or clothing are not permitted:
 - Shorts, pants, skirts, and tops that fail to conceal undergarments, back, abdomen, and cleavage. No oversized saggy pants (all pants must be worn at the waist). Fabric can be any, but no frayed hems (as on cut-offs), and no excessive holes such as in worn-out denims;
 - Muscle shirts;
 - Back-less, strapless, or spaghetti strap tops;
 - Low cut tops and dresses;
 - Bare-midriff tops;
 - Chains of any sort, wallet or utility-type chains;
 - See-through garments.
2. All attire must fit appropriately and must not be too small or too large. Shorts and skirts shorter than mid-thigh are prohibited.

3. Shoes shall be worn at all times. Steel-toed boots and bedroom slippers are prohibited.
4. Clothing, accessories, and jewelry shall be free of writing, pictures, symbols or any other insignia which are crude, vulgar, profane, obscene, libelous, slanderous, or sexually suggestive. Clothing, accessories, or jewelry that degrade any cultural, religious or ethnic values, that advocate racial, ethnic, or religious prejudice or discrimination, or that promote sex, the use of tobacco, drugs, alcohol or violence or any unlawful acts (including gang activity) are prohibited.
5. Dark glasses shall not be worn indoors, except for valid medical reasons authorized by the administration and verified in writing by a physician.
6. Gang-related clothing or accessories, including but not limited to bandannas, or other symbols, emblems or insignia are prohibited. Gang-related web belts with or without punched out metal buckles are prohibited. School officials shall consider student history and information obtained from community agencies and resources when making these judgments. Dangerous clothing accessories are prohibited (i.e., spiked jewelry, studded collars, studded belts, hanging belts).
7. Hats, caps and other head coverings are prohibited indoors during regular school hours except as specifically authorized by a school official for such school activities as athletics and theatrical performances or other approved personal reasons such as health needs or for religious purposes. Hooded sweatshirts when used to conceal identity are not permitted.

Any student dressed **inappropriately during state/school mandated testing will be subject to school discipline and will be sent home. Students subsequently will be required to travel to the school office in Waterford to do the testing** on specified dates. Alternatively, the student **may be required to wear a t-shirt** provided by the school at the test site.

The Executive Director of the school or her designee makes the final decision of what is appropriate school attire. The Executive Director of the School or her designee may issue more specific dress code guidelines at any time.

PART 21: Verification of Public Meeting

Method for Communicating Plan and Notifying Public: Ed Code 32288

The School site council or school safety planning committee shall notify, in writing, the following persons and entities, if available, of the public meeting:

- Local Mayor
- Representative of the local school employee organization
- A representative of each parent organization at the school site, including the parent teacher association and parent teacher clubs
- A representative of each teacher organization at the school site
- A representative of the student body government
- All persons who have indicated they want to be notified

Date of List-serve inviting all parents and students: 11/3/25

Date and method of invitation to Mayor: 1/6/25 – Email Invitation

Date of Board Meeting/Public Hearing: 11/19/25

Site of Board Meeting/Public Hearing: Held online pursuant to Assembly Bill 361 (2021)
12420 Bentley Street, Waterford, CA 95386

Each School year the Safety Plan is reviewed by the School Safety Team and presented to its stakeholders annually. Community members are invited to the meeting to review the Safety plan including the City, Police and Fire departments, representatives from parent and teacher groups. The Safety Plan is also taken to the school board each year for approval and public review.

Safety Team Review: 10/14/25

Student/Parent Group Review: 11/19/25

Modesto Police Department Office Review: 1/6/25, Lt. Martha Delgado

Stanislaus Consolidated Fire District: 11/24/25, Ciera Sansing

Board Approval Date:

Coversheet

First Read: Connecting Waters Charter Schools Employee Handbook for 2026-2027

Section: VI. Items scheduled for Information & Discussion
Item: C. First Read: Connecting Waters Charter Schools Employee Handbook for 2026-2027
Purpose: Discuss
Submitted by:

BACKGROUND:

The annually updated employee handbook for the 2026-2027 school year. Reviewed by our legal advisors and updated as necessary.

Coversheet

Review: December 2025 Monthly Financials for Connecting Waters Charter Schools (Waterford, East Bay, and Central Valley)

Section: VI. Items scheduled for Information & Discussion
Item: D. Review: December 2025 Monthly Financials for Connecting Waters Charter Schools (Waterford, East Bay, and Central Valley)
Purpose: FYI
Submitted by:

BACKGROUND:

This is the monthly financial report through December 2025

Coversheet

Review: Tiger Time Survey Results - Employees

Section: VI. Items scheduled for Information & Discussion
Item: E. Review: Tiger Time Survey Results - Employees
Purpose: FYI
Submitted by:

BACKGROUND:

These are the results for the Tiger Time survey sent to the employees.

Coversheet

Review: Fall Canvas Survey Results - Parent / Students

Section: VI. Items scheduled for Information & Discussion
Item: F. Review: Fall Canvas Survey Results - Parent / Students
Purpose: FYI
Submitted by:

BACKGROUND:

These are the results of the Fall Canvas Surveys sent to parents and students. They are in two different sections grades 3-5 and grades 6-12.

Coversheet

Board Remarks

Section: VI. Items scheduled for Information & Discussion
Item: G. Board Remarks
Purpose:
Submitted by:

BACKGROUND:

This is the portion of the meeting where Board Members may share on school events, conferences, or school related meetings that they have participated in.