



Connecting Waters Charter Schools

CWCS Board of Directors Meeting

(A California Non-Profit Public Benefit Corporation)

Published on February 13, 2026 at 11:52 AM PST

Date and Time

Tuesday February 17, 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
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

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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 February 17, 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. Annual IT Department Report - Aaron Stout - IT Specialist
- B. Annual Education Services Department Report - Julie Boersma, Education Services Director

III. Directors' Reports

- A. Acting 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 - January 22, 2026, Regular Meeting
- B. Approval of Minutes - February 5, 2026 Board of Directors Meeting
- C. Approval of New Hires List
 - Steve Anderson, Academic Support Tutor (Multiple Subjects)
 - Trudi Anderson, Academic Support Tutor (Harp)
- D. Approval of the January 2026 Warrant Report from DMS for Connecting Waters Charter School

- E. Approval of the January 2026 Warrant Report from DMS for Connecting Waters Charter School - East Bay
- F. Approval of the January 2026 Warrant Report from DMS for Connecting Waters Charter School - Central Valley
- G. Approval of New Vendor List
- H. Approval of the Audit Engagement Letter From Clifton Larson Allen LLP for the School Year Ending June 30, 2026, for Connecting Waters Charter Schools
- I. Approval of Items on the Consent Agenda

V. Items Scheduled for Consideration and/or Action

- A. Approval of the Second Interim Budget for Connecting Waters Charter School
- B. Approval of the Second Interim Budget for Connecting Waters Charter School, East Bay
- C. Approval of the Second Interim Budget for Connecting Waters Charter School, Central Valley
- D. Approval of the Charter Impact Contract 2026-2029
- E. Approval of the Board of Directors 2026-2027 Meeting Calendar
- F. Approval of the Comprehensive School Safety Plan for Connecting Waters Charter School
- G. Approval of the Comprehensive School Safety Plan for Connecting Waters Charter School, East Bay
- H. Approval of the Comprehensive School Safety Plan for Connecting Waters Charter School, Central Valley
- I. Approval of the Connecting Waters Charter Schools Employee Handbook for 2026-2027
- J. Approval of CWCS Policy Regarding Immigration Enforcement Activity
- K. Approval of Deletion of Educational Equity and Immigration Status Policy
- L. Approval of the Alternative Work Week 9/80 Employee Schedule
- M. Approval to Pause on the CW Building Project at 12500 Yosemite Boulevard, Waterford
- N. Approval of the Amended Board of Directors Meeting Dates 2025-2026

VI. Items scheduled for Information & Discussion

A. CWCS Board Terms

B. Board Remarks

VII. Hearing of the Public on Closed Session Items

VIII. Closed Session

A. Public Employment

Title: Active Executive Director

IX. Report on Closed Session Actions

A. Public Employment

Title: Acting Executive Director

X. Return to Open Session

A. Oral Report of Executive Compensation Paid to the Acting Executive Director

B. Approval of Employment Agreement Amendment for the Acting Executive Director

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

Annual IT Department Report - Aaron Stout - IT Specialist

Section: II. Administrative Reports
Item: A. Annual IT Department Report - Aaron Stout - IT Specialist
Purpose: FYI
Submitted by: Aaron Stout

BACKGROUND:

This year's report of IT issues, Incident Report

Coversheet

Annual Education Services Department Report - Julie Boersma, Education Services Director

Section: II. Administrative Reports
Item: B. Annual Education Services Department Report - Julie Boersma,
Education Services Director
Purpose: FYI
Submitted by: Julie Boersma

BACKGROUND:

This year's Education Services report including ES concerns

Coversheet

Acting Executive Director Spotlight

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

BACKGROUND:

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

Coversheet

Approval of Minutes - January 22, 2026, Regular Meeting

Section: IV. Consent Items
Item: A. Approval of Minutes - January 22, 2026, Regular Meeting
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for CWCS Board of Directors Meeting on January 22, 2026

BACKGROUND:

These are the minutes that reflect the meeting of the Connecting Waters Charter Schools Board of Directors' January 22, 2026, meeting.

APPROVED



Connecting Waters Charter Schools

Minutes

CWCS Board of Directors Meeting

(A California Non-Profit Public Benefit Corporation)

Date and Time

Thursday January 22, 2026 at 3:00 PM

Location

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Directors Present

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

Directors Absent

S. Welch

Guests Present

A. DeMore, L. Joseph, M. Miller, T. Hushaw

I. Opening Items

A. Call the Meeting to Order

B. Roll Call

C. Approval of the January 22, 2026, Board of Directors Agenda

K. Corrales made a motion to Approve the January 22, 2026, Board of Directors Agenda.

K. Martin seconded the motion.

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

Roll Call

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

D. Pledge of Allegiance

Led by: Lydia Addipah

E. Hearing of the Public on Non-Agenda Items

No comments from the public

F. Hearing of the Public on Agenda Items

No comments from the public

II. Administrative Reports

A. California Dashboard Update & Mid-Year LCAP Update

The Board received an administrative report on the California Dashboard results and the midyear LCAP update. The Dashboard results indicated that all three schools are currently rated as mid-performing, reflecting solid progress with continued opportunities for growth toward high-performing status. The midyear LCAP update reviewed progress on the three established goals, noting positive movement across all areas, with additional

discussion planned later in the meeting related to one specific program. Overall, the report indicated that the schools are in good standing and moving in a positive direction, and the Board was invited to ask questions.

B. Math Interventions - Presented by Debbie Kutz, Math Specialist

The Board received Math Specialist, Debbie Kutz's, presentation on math interventions, including an overview of how core instruction, Tiger Time, and targeted interventions work together to support student learning. It was clarified that Tiger Time supports tier one instruction, while additional math interventions, including developmental and boost classes and online programs, address specific skill gaps. The discussion also highlighted available supports for families, such as parent workshops, access to instructional materials for home use, and opportunities to connect with staff for additional guidance. Board discussion acknowledged that the program is still in its first year, noted positive progress so far, and emphasized the importance of continuing to refine interventions to better support students who are not yet meeting grade-level expectations.

III. Directors' Reports

A. Executive Director's Report

The Board received a verbal Executive Director report given by Deputy Executive Director, Tammy Hushaw, highlighting recent activities and operational updates. Staff engagement efforts included an online holiday gathering, and the decision to provide paid winter break for classified staff was noted as a positive change that supported employee well-being. An update was provided on facilities, with current building plans paused while options for limited property use are being explored. The Board was also informed of a recent charter renewal meeting with the authorizer, which included positive feedback and no outstanding questions, as well as updates on website compliance work and current open enrollment for the remainder of the school year.

B. Deputy Executive Director Spotlight

The Board received the Deputy Executive Director Spotlight report, given by Tammy Hushaw, which included an update on the inaugural ROAR awards ceremonies recognizing classified staff, certificated staff, and students across all sites, as well as student achievement awards related to academic progress. The report noted strong student and family participation at the ceremonies and positive community engagement. An update was also provided on Proposition 28, including clarification of budget corrections and the multi-year expenditure timeline for allocated funds. Additional updates included resource center reports, the availability of follow-up for questions, and an upcoming regional meeting to be hosted on campus for non-classroom-based school leaders and partners.

IV. Consent Items

A.

Approval of Minutes - December 11, 2025, Regular Meeting

J. Louie-Monzon made a motion to approve the minutes from CWCS Board of Directors Meeting on 12-11-25.

L. Addipah seconded the motion.

As part of the consent agenda

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

B. Approve Minutes from December 11, 2025, Special Meeting

J. Louie-Monzon made a motion to approve the minutes from Special CWCS Board of Directors Meeting on 12-11-25.

L. Addipah seconded the motion.

As part of the consent agenda

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

C. Approval of New Hires List

D. Approval of Separations

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

J. Louie-Monzon made a motion to Approve Items on the Consent Agenda.

L. Addipah seconded the motion.

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

Roll Call

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

V. Items Scheduled for Consideration and/or Action

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

K. Corrales made a motion to Approve the Accountability Report Card (SARC) 2024-2025 Data for Connecting Waters Charter School.

L. Addipah seconded the motion.

The Board reviewed the annual accountability report card for the school, which provides a public overview of school conditions, demographics, and performance and is aligned with the LCAP. It was clarified that the report is generated using a state-provided template with narratives completed by school staff, serves as an informational report for the public, and does not include testing results or carry consequences.

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

Roll Call

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

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

K. Corrales made a motion to Approve the Accountability Report Card (SARC) 2024-2025 Data for Connecting Waters Charter School - East Bay.

K. Martin seconded the motion.

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

Roll Call

J. Louie-Monzon	Aye
K. Corrales	Aye
S. Welch	Absent
K. Martin	Aye
E. Melton	Aye

Roll Call

K. Fatima Absent
L. Addipah Aye

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

K. Martin made a motion to Approve the Accountability Report Card (SARC) 2024-2025 Data for Connecting Waters Charter School - Central Valley.

K. Corrales seconded the motion.

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

Roll Call

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

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

K. Martin made a motion to Approve the 2025-2026 Governance Committee Meeting Schedule and Committee Directives.

L. Addipah seconded the motion.

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

Roll Call

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

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

L. Addipah made a motion to Approve New Position: Re-Engagement Team Coordinator.

K. Martin seconded the motion.

The Board considered approval of a new part-time Re-Engagement Team Coordinator position to support an increased number of student re-engagement meetings and improve follow-up and monitoring for students struggling with attendance and coursework. The position was proposed to help manage the growing need for accountability and intervention while allowing existing staff to focus on other

responsibilities. It was noted that the position would be posted internally and externally, and a job description would be provided to board members.
 The board **VOTED** unanimously to approve the motion.

Roll Call

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

F. Approval of New Position: Employee Relations Specialist

K. Corrales made a motion to Table Approval of New Position: Employee Relations Specialist to the next meeting.

K. Martin seconded the motion.

The Board discussed a proposed Employee Relations Specialist position intended to provide higher-level human resources support, including employee relations, investigations, compliance, and oversight of existing HR functions. Board members requested additional time to review the job description and seek clarification on the role’s scope and leadership responsibilities. By consensus, the Board voted to table the item for consideration at a future meeting.

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

Roll Call

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

G. Approval of New Position: Curriculum Specialist

K. Martin made a motion to Table Approval of New Position: Curriculum Specialist to the next meeting.

L. Addipah seconded the motion.

The board discussed the proposed Curriculum Specialist position, noting the need to separate curriculum responsibilities from accountability due to growth and increased curriculum demands. While there was general agreement that a dedicated curriculum role is needed, board members requested additional time to review and refine the job description, including experience requirements and internal input. The board agreed to table the item until the next meeting to allow for further review and clarification before approval.

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

Roll Call

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

H. Approval of New Position: Accountability Coordinator

K. Corrales made a motion to Table Approval of New Position: Accountability Coordinator to the next meeting.

K. Martin seconded the motion.

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

Roll Call

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

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

K. Martin made a motion to Approve the New Policy: Student Behavioral Health Referral Protocols.

K. Corrales seconded the motion.

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

Roll Call

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

J. Board of Directors Member K. Fatima arrived at 4:17 p.m.

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

K. Corrales made a motion to Approve the Amended Board of Directors Meeting Dates 2025-26.

K. Martin seconded the motion.

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

Roll Call

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

VI. Items scheduled for Information & Discussion

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

The Board reviewed and discussed draft calendars for 2026–2027 board meetings, including options for regular monthly meetings and additional “as-needed” meetings to accommodate heavy agendas. Adjustments were proposed to ensure timely review of critical reports, and it was noted that these as-needed dates serve as placeholders to help board members plan their schedules. A final vote on the calendar will occur at a future meeting.

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

The Board conducted the first read of the Comprehensive School Safety Plan, for each school presented by Nathan Meginness, Safety Team Leader, while noting minor differences in formatting and specific site needs. Highlights included implementing at-home safety drills for students and addressing student climate survey findings. Board members were reminded that this is a first read and further review and refinements will occur before final adoption.

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

The Board conducted the first read of the Connecting Water Charter Schools Employee Handbook for 2026–2027, which has been reviewed by legal and includes updates such as the employee relocation plan. Members were reminded this is a first read, with approval planned for the March board meeting to align with employee contracts, and that revisions can still be made based on governance committee recommendations. The handbook will be distributed electronically, with page numbers maintained for ease of reference.

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

No comments

E.

Review: Tiger Time Survey Results - Employees

The Board reviewed the results of the staff Tiger Time survey and discussed actions already taken in response, including adjustments to substitute coverage, optional department meetings, excusing certain teachers from Friday sessions, and additional professional development for collaboration. The administration emphasized that staff feedback was considered in planning these immediate changes and that further planning for next year is underway. Board members also noted the importance of understanding the school's planned responses to survey results, which will be shared following review and discussion with cabinet.

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

The Board continued their discussion regarding the staff and student survey results.

G. Board Remarks

Board members shared reflections on attending the Modesto City Schools renewal, noting it was a valuable and confidence-boosting experience. They highlighted the positive engagement of students, the insightful guidance from the MCS board, and the opportunity to see the impact of the school's work on individual students. Members expressed pride in the school community, including staff, students, and families, and recognized the event as a meaningful affirmation of their efforts.

VII. Report on Closed Session Actions

A. Threat to Public Services or Facilities

No action taken

B. Public Employee Discipline/Dismissal/Release

The Board took action by a unanimous vote of six to zero to authorize legal counsel to retain a licensed third-party investigator to investigate an anonymous complaint filed with the Alameda County Office of Education on January 10, 2026.

C. Public Employee Performance Evaluation

Nothing to report

VIII. Closing Items

A. Adjourn Meeting

K. Corrales made a motion to Adjourn Meeting.

K. Martin seconded the motion.

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

Roll Call

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

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:46 AM.

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 Minutes - February 5, 2026 Board of Directors Meeting

Section: IV. Consent Items
Item: B. Approval of Minutes - February 5, 2026 Board of Directors Meeting
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for CWCS Board of Directors Meeting on February 5, 2026

BACKGROUND:

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5. A member of the public requiring a translator will be provided twice the allotted time for public comment per individual speaker in accordance with Section 54954.3 of the Government Code.
6. Any public records relating to an agenda item for an open session of the Board which are distributed to all, or a majority of all, of the Board members shall be available for public inspection at 12420 Bentley Street, Waterford, California

In compliance with the Americans with Disabilities Act (ADA) and upon request, Connecting Waters Charter Schools may furnish reasonable auxiliary aids and services to qualified individuals with disabilities. Individuals who require appropriate alternative modifications in order to participate in Board meetings are invited to contact the Executive Director's office by calling (209) 874-1119 Ext. 6 as soon as possible prior to the meeting.

Directors Present

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

Directors Absent

K. Fatima, L. Addipah

Guests Present

L. Joseph

I. Opening Items

A. Call the Meeting to Order

B. Roll Call

C. Approval of the February 5, 2026, Board of Directors Agenda

K. Corrales made a motion to Approval.

S. Welch seconded the motion.

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

Roll Call

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

K. Corrales made a motion to Approve the February 5, 2026, Board of Directors Agenda.

S. Welch seconded the motion.

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

Roll Call

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

D. Pledge of Allegiance

Led by: K. Corrales

E. Hearing of the Public on Non-Agenda Items

Executive Director, Jerri Levers addressed the Board regarding her leave of absence.

Jeffrey Levers, Jerri's spouse addressed the Board regarding Jerri's leave of absence.

F. Hearing of the Public on Agenda Items

No comments from the public.

II. Items scheduled for Information & Discussion

A. Review of Comparable Compensation Data for Charter School Executive Directors/Principals/Heads of School

The Board reviewed a compensation study prepared by an independent firm analyzing comparable executive director/head of school roles at peer charter schools within the same county, using publicly available data from recent school years. The study provided a comparative overview of base compensation and benefits for similarly sized schools, and no board action was taken following the discussion.

III. Hearing of the Public on Closed Session Items

A. No comments from the public.

Went in to closed session at 3:16 p.m.

IV. Report on Closed Session Actions

A. Public Employee Discipline/Dismissal/Release

The board took action by a vote of five to zero to authorize the retention of an outside investigator to investigate an anonymous complaint filed with the Alameda County Office of Education against CWCS.

B. Public Employment

There is nothing to report.

V. Return to Open Session

A. Returned to open session at 7:22 p.m.

Board Member Jennifer Louie-Monzon left during closed session at 5:15 p.m.

VI. Items Scheduled for Consideration and/or Action

A. Oral Report of Executive Compensation Paid to the Acting Executive Director

K. Corrales made a motion to Table item A. Oral Report of Executive Compensation Paid to the Acting Executive Director to be addressed at the next meeting.

K. Martin seconded the motion.

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

Roll Call

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

B. Approval of Employment Agreement Amendment for Acting Executive Director

K. Martin made a motion to Table item B. Approval of Employment Agreement Amendment for Acting Executive Director to be addressed at the next meeting.

K. Corrales seconded the motion.

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

Roll Call

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

C. Approval for Columbia Bank to add Tammy LaRee Hushaw, Acting Executive Director as an authorized primary signatory signer on the Connecting Waters Charter Schools business checking (ADA / Revenue Funding) account ending 4975.

K. Corrales made a motion to Approve Columbia Bank to add Tammy LaRee Hushaw, Acting Executive Director as an authorized primary signatory signer on the Connecting Waters Charter Schools business checking (ADA / Revenue Funding) account ending 4975.

S. Welch seconded the motion.

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

Roll Call

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

D.

Approval for BMO to add Tammy LaRee Hushaw, Acting Executive Director as an authorized primary signatory signer on the Connecting Waters Charter Schools business checking (Donation Funding) account ending 8169.

K. Martin made a motion to Approve BMO to add Tammy LaRee Hushaw, Acting Executive Director as an authorized primary signatory signer on the Connecting Waters Charter Schools business checking (Donation Funding) account ending 8169.

K. Corrales seconded the motion.

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

Roll Call

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

E. Approval of New Position: Employee Relations Specialist

K. Martin made a motion to Approve the New Position: Employee Relations Specialist.

K. Corrales seconded the motion.

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

Roll Call

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

F. Approval of New Position: Curriculum Specialist

K. Martin made a motion to Approve the New Position: Curriculum Specialist.

K. Corrales seconded the motion.

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

Roll Call

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

G.

Approval of New Position: Accountability Director

K. Martin made a motion to Approve the New Position: Accountability Director.

K. Corrales seconded the motion.

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

Roll Call

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

H. Approval of Newly Retitled Position: Sites and Events Coordinator

K. Martin made a motion to Approval of Newly Retitled Position: Site and Events Assistant.

K. Corrales seconded the motion.

The Acting Executive Director indicated that the agenda had the incorrect title for this position listed and that it should be Site and Events Assistant.

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

Roll Call

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

I. Approval of the Alternative Workweek 9/80 Employee Schedule

K. Martin made a motion to Table item I. Approval of the Alternative Workweek 9/80 Employee Schedule to be addressed at the next meeting.

K. Corrales seconded the motion.

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

Roll Call

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

VII. Additional items scheduled for Information & Discussion

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

The Board conducted a third review of proposed Board of Directors meeting dates for the 2026–2027 school year, with two revised draft calendars presented for consideration. The revisions were based on a comprehensive review of annual schedules, including key deadlines and conferences, to ensure the dates reflect the overall calendar more accurately. Board members were invited to provide feedback, with the intent to bring the calendar forward for approval at the next meeting.

B. First Read: CWCS Policy Regarding Immigration Enforcement Activity

The Board conducted a first read of the policy regarding immigration enforcement activity, which updates an existing policy to incorporate newly passed legislation. The revised policy includes clarified response procedures, reinstates a provision requiring continuous staff supervision of students for safety, and adds supporting documentation for review. Board members were invited to ask questions and provide feedback during the discussion.

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

The Board conducted a second read of the Employee Handbook for the 2026–2027 school year, which had been previously reviewed and is scheduled to return for further consideration at a future meeting. Board members were reminded to review the document and were invited to ask questions, with none raised during the discussion.

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

The Board conducted a second read of the Comprehensive School Safety Plans for the Waterford, East Bay, and Central Valley sites, noting that the plans are largely consistent with site-specific adjustments. The plans will be presented separately for individual approval at a future meeting, and no questions were raised during the discussion.

E. Board Remarks

During Board remarks, members shared reflections on attending a recent two-day governance workshop focused on effective board–leadership collaboration and student outcomes. The experience was described as intensive, reflective, and impactful, with an emphasis on thoughtful discussion and accountability. The Board was encouraged to engage with related professional reading materials to support continued growth and effectiveness in serving students.

VIII. Closing Items

A. Adjourn Meeting

S. Welch made a motion to Adjourn the Meeting.

K. Martin seconded the motion.

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

Roll Call

E. Melton Aye

K. Corrales Aye

L. Addipah Absent

J. Louie-Monzon Absent

K. Fatima Absent

S. Welch 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 7:44 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 January 2026 Warrant Report from DMS for Connecting Waters Charter School

Section: IV. Consent Items
Item: D. Approval of the January 2026 Warrant Report from DMS for
Connecting Waters Charter School
Purpose:
Submitted by:

BACKGROUND:

Financial summary for January monthly expenses

Coversheet

Approval of the January 2026 Warrant Report from DMS for Connecting Waters Charter School - East Bay

Section: IV. Consent Items
Item: E. Approval of the January 2026 Warrant Report from DMS for
Connecting Waters Charter School - East Bay
Purpose:
Submitted by:

BACKGROUND:

Financial summary for January monthly expenses

Coversheet

Approval of the January 2026 Warrant Report from DMS for Connecting Waters Charter School - Central Valley

Section: IV. Consent Items
Item: F. Approval of the January 2026 Warrant Report from DMS for
Connecting Waters Charter School - Central Valley
Purpose:
Submitted by:

BACKGROUND:

Financial summary for January monthly expenses

Coversheet

Approval of New Vendor List

Section: IV. Consent Items
Item: G. Approval of New Vendor List

Purpose:

Submitted by:

Related Material:

New Vendor Report December 3, 2025 to February 9th, 2026 - Vendor Report.pdf

BACKGROUND:

A list of new vendors contracted CWCS since the last Board Meeting

New Vendor Report

December 3, 2025 to February 9th, 2026

New Vendor Name	Website	Service or Product Description	Service Area	Vendor #
Annalisa Winberg	https://www.winbergandstevens.com/index.html	Music Instruction	All Counties	V361
Carnegie Art Center Foundation Turlock	https://carnegieartsturlock.org/	Art Instruction	Stanislaus	V359
Crafts and Letters	https://craftsandletters.com/	Art Instruction	San Joaquin County	V360
Mech Finix Labs	https://mechfinixlabs.com/	STEM Robotics Instruction	San Joaquin County	V362

Coversheet

Approval of the Audit Engagement Letter From Clifton Larson Allen LLP for the School Year Ending June 30, 2026, for Connecting Waters Charter Schools

Section: IV. Consent Items
Item: H. Approval of the Audit Engagement Letter From Clifton Larson Allen
LLP for the School Year Ending June 30, 2026, for Connecting Waters Charter Schools
Purpose:
Submitted by:
Related Material: Statement of Work - Audit Services - Connecting Waters.pdf

BACKGROUND:

Approval of the selection of the Independent Auditor for our Annual 2025-2026 audit report



January 21, 2026

Statement of Work - Audit Services

This agreement constitutes a statement of work ("SOW") under the master service agreement ("MSA") dated January 13, 2024, or superseding MSA, made by and between CliftonLarsonAllen LLP ("CLA," "we," "us," and "our") and Connecting Waters Charter Schools ("you," "your," or "the entity"). We are pleased to confirm our understanding of the terms and objectives of our engagement and the nature and limitations of the services CLA will provide for the entity as of and for the year ended June 30, 2026.

Wade McMullen is responsible for the performance of the audit engagement. Per Education Code Section 41020(f)(2), there is a limit of six consecutive years for any firm where the principal of the audit and the reviewing principal have been the same in each of those years. This is the third consecutive year Wade McMullen will be the engagement principal.

Scope of audit services

We will audit the financial statements of Connecting Waters Charter Schools, which comprise the financial statements identified below, and the related notes to the financial statements (collectively, the "financial statements") as of and for the year ended June 30, 2026.

The statement of financial position and the related statements of activities, functional expenses and cash flows for the year then ended, and the related notes to the financial statements.

The statement of financial position as of June 30, 2025, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

We will also evaluate and report on the presentation of the supplementary information accompanying the financial statements in relation to the financial statements as a whole.

Nonaudit services

We will also provide the following nonaudit services:

- Preparation of the supplementary information.
- Preparation of adjusting journal entries, as needed.
- Preparation of the informational tax returns.

Audit objectives

The objectives of our audit of the financial statements are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion about whether your financial statements are fairly presented, in all material respects, in conformity with accounting principles generally accepted in the United States of America (U.S. GAAP). Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with auditing standards generally accepted in the United States of America (U.S. GAAS) will always detect a material misstatement when it exists. Misstatements, including omissions, can arise from fraud or error and are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

Our audit will be conducted in accordance with U.S. GAAS and the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States and the 2025-2026 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, published by the Education Audit Appeals Panel (State Audit Guide). Those standards require us to be independent of the entity and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. Our audit will include tests of your accounting records and other procedures we consider necessary to enable us to express such an opinions.

We will also perform procedures to enable us to express an opinion on whether the supplementary information (as identified above) accompanying the financial statements is fairly stated, in all material respects, in relation to the financial statements as a whole.

We will issue a written report upon completion of our audit of your financial statements.

We will provide an opinion (or disclaimer of opinion) on compliance with requirements described in the 2025-26 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, published by the Education Audit Appeals Panel. The State Compliance report will include a paragraph that states that the purpose of the report over compliance is to express an opinion on compliance with the types of requirements described in the 2025-26 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting; however, that the audit does not provide a legal determination of the entity's compliance.

The state compliance report on internal control over compliance will include a paragraph that states that the purpose of the report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the State Audit Guide.

Circumstances may arise in which our report may differ from its expected form and content based on the results of our audit. Depending on the nature of these circumstances, it may be necessary for us to modify our opinion, add an emphasis-of-matter or other-matter paragraph to our auditors' report, or if necessary, withdraw from the engagement. If our opinion is other than unmodified, we will discuss the reasons with you in advance. If circumstances occur related to the condition of your records, the availability of sufficient, appropriate audit evidence, or the existence of a significant risk of material misstatement of the financial statements caused by error, fraudulent financial reporting, or misappropriation of assets, which in our

professional judgment prevent us from completing the audit or forming an opinion on the financial statements, we retain the right to take any course of action permitted by professional standards, including declining to express an opinion or issue a report, or withdrawing from the engagement.

We will also provide a report (which does not include an opinion) on internal control over financial reporting and on compliance with the provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a material effect on the financial statements, as required by *Government Auditing Standards*. The report on internal control over financial reporting and on compliance and other matters will include a paragraph that states (1) that the purpose of the report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance, and (2) that the report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. The paragraph will also state that the report is not suitable for any other purpose. If during our audit we become aware that the entity is subject to an audit requirement that is not encompassed in the terms of this engagement, we will communicate to management and those charged with governance that an audit conducted in accordance with U.S. GAAS and the standards for financial audits contained in *Government Auditing Standards* may not satisfy the relevant legal, regulatory, or contractual requirements.

It is our understanding that our auditors' report will be included in your annual report which is comprised of Local Education Agency Organizational Structure and that your annual report will be issued concurrent with the audit. Our responsibility for other information included in your annual report does not extend beyond the financial information identified in our opinion on the financial statements. We have no responsibility for determining whether such other information is properly stated and do not have an obligation to perform any procedures to corroborate other information contained in your annual report. We are required by professional standards to read the other information and consider whether a material inconsistency exists between the other information and the financial statements because the credibility of the financial statements and our auditors' report thereon may be undermined by material inconsistencies between the audited financial statements and other information. If, based on the work performed, we conclude that an uncorrected material misstatement of the other information exists, we are required to describe it in our report.

Auditor responsibilities, procedures, and limitations

We will conduct our audit in accordance with U.S. GAAS and the standards for financial audits contained in *Government Auditing Standards* and the State Audit Guide.

Those standards require that we exercise professional judgment and maintain professional skepticism throughout the planning and performance of the audit. As part of our audit, we will:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and evaluate whether audit evidence obtained is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

- Obtain an understanding of the entity and its environment, including the system of internal control, relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. However, we will communicate to you in writing any significant deficiencies or material weaknesses in internal control relevant to the audit of the financial statements that we have identified during the audit.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements, including the amounts and disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- Conclude, based on our evaluation of audit evidence obtained, whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the entity's ability to continue as a going concern for a reasonable period of time.

Although our audit planning has not been concluded and modifications may be made, we have identified the following significant risk(s) of material misstatement as part of our audit planning:

- Management Override of Controls
- Revenue Recognition

There is an unavoidable risk, because of the inherent limitations of an audit, together with the inherent limitations of internal control, that some material misstatements may not be detected, even though the audit is properly planned and performed in accordance with U.S. GAAS, *Government Auditing Standards*, and the State Audit Guide. Because we will not perform a detailed examination of all transactions, material misstatements, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the entity or to acts by management or employees acting on behalf of the entity, may not be detected. Because the determination of waste and abuse is subjective, *Government Auditing Standards* do not require auditors to perform specific procedures to detect waste or abuse in financial audits nor do they expect auditors to provide reasonable assurance of detecting waste or abuse.

In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements. However, we will inform the appropriate level of management and those charged with governance of any material errors, fraudulent financial reporting, or misappropriation of assets that come to our attention. We will also inform the appropriate level of management and those charged with governance of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential.

Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting fraud or errors that are material to the financial statements and to preventing and detecting misstatements resulting from noncompliance with provisions of laws, regulations, contracts, and grant agreements that have a material effect on the financial statements. Our tests, if performed, will be less

in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*. An audit is not designed to provide assurance on internal control or to identify deficiencies, significant deficiencies, or material weaknesses in internal control. However, we will communicate to you in writing significant deficiencies or material weaknesses in internal control relevant to the audit of the financial statements that we identify during the audit that are required to be communicated under AICPA professional standards, *Government Auditing Standards*, and the State Audit Guide.

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of the entity's compliance with the provisions of laws, regulations, contracts, and grant agreements that have a material effect on the financial statements. However, the objective of our audit will not be to provide an opinion on overall compliance and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

We will include in our report on internal control over financial reporting and on compliance relevant information about any identified or suspected instances of fraud and any identified or suspected noncompliance with provisions of laws, regulations, contracts, or grant agreements that may have occurred that are required to be communicated under *Government Auditing Standards*.

The California Department of Education and State Controller's Office requires that we also plan and perform the audit to obtain reasonable assurance about whether the auditee has complied with state statutes and regulations. Our procedures will consist of tests of transactions and other applicable procedures described in the State Audit Guide for the types of compliance requirements applicable to the entity. The purpose of these procedures will be to express an opinion on the entity's compliance with requirements applicable to the State Audit Guide.

Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

Management responsibilities

Our audit will be conducted on the basis that you (management and, when appropriate, those charged with governance) acknowledge and understand that you have certain responsibilities that are fundamental to the conduct of an audit.

You are responsible for the preparation and fair presentation of the financial statements in accordance with U.S. GAAP.

Management's responsibilities include the selection and application of accounting principles; recording and reflecting all transactions in the financial statements; determining the reasonableness of significant accounting estimates included in the financial statements; adjusting the financial statements to correct material misstatements; and confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements taken as a whole. In preparing the financial statements, management is required to evaluate whether there

are conditions or events, considered in the aggregate, that raise substantial doubt about the entity's ability to continue as a going concern for one year after the date the financial statements are available to be issued.

Management is responsible for compliance with applicable laws and regulations and the provisions of contracts and grant agreements, including compliance with state statutes, regulations, and the terms and conditions of state awards applicable to the entity's state programs. Your responsibilities also include identifying significant contractor relationships in which the contractor has responsibility for state compliance and for the accuracy and completeness of that information.

You are responsible for the design, implementation, and maintenance of effective internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error, including evaluating and monitoring ongoing activities and safeguarding assets to help ensure that appropriate goals and objectives are met. You are responsible for the design, implementation, and maintenance of internal controls to prevent and detect fraud; assessing the risk that the financial statements may be materially misstated as a result of fraud; and for informing us about all known or suspected fraud affecting the entity involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the entity received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for implementing systems designed to achieve compliance with applicable laws and regulations and the provisions of contracts and grant agreements; identifying and ensuring that the entity complies with applicable laws, regulations, contracts, and grant agreements; and informing us of all instances of identified or suspected noncompliance whose effects on the financial statements should be considered. You are responsible for taking timely and appropriate steps to remedy any fraud and noncompliance with provisions of laws, regulations, contracts, grant agreements, and State Audit Guide that we may report.

You are responsible for providing us with (1) access to all information of which you are aware that is relevant to the preparation and fair presentation of the financial statements, including amounts and disclosures, such as records, documentation, identification of all related parties and all related-party relationships and transactions, and other matters, and for the accuracy and completeness of that information (including information from within and outside of the general and subsidiary ledgers); (2) access to personnel, accounts, books, records, supporting documentation, and other information as needed to perform an audit under the State Audit Guide; and (3) unrestricted access to persons within the entity from whom we determine it necessary to obtain audit evidence.

You agree to inform us of events occurring or facts discovered subsequent to the date of the financial statements that may affect the financial statements.

Management is responsible for the preparation of the supplementary information in accordance with U.S. GAAP. You agree to include our report on the supplementary information in any document that contains, and indicates that we have reported on, the supplementary information. You also agree to include the audited financial statements with any presentation of the supplementary information that includes our report thereon or make the audited financial statements readily available to users of the supplementary information no later than the date the supplementary information is issued with our report thereon. You

agree to provide us written representations related to the presentation of the supplementary information.

Management is responsible for the preparation of other information included in your annual report. You agree to provide the final version of such information to us in a timely manner, and if possible, prior to the date of our auditors' report. If the other information included in your annual report will not be available until after the date of our auditors' report on the financial statements, you agree to provide written representations indicating that (1) the information is consistent with the financial statements, (2) the other information does not contain material misstatements, and (3) the final version of the documents will be provided to us when available, and prior to issuance of the annual report by the entity, so that we can complete the procedures required by professional standards. Management agrees to correct material inconsistencies that we may identify. You agree to include our auditors' report in any document containing financial statements that indicates that such financial statements have been audited by us.

Management is responsible for providing us with a written confirmation concerning representations made by you and your staff to us in connection with the audit. During our engagement, we will request information and explanations from you regarding, among other matters, the entity's operations, internal control, future plans, specific transactions, and accounting systems and procedures. The procedures we will perform during our engagement and the conclusions we reach as a basis for our report will be heavily influenced by the representations that we receive in the representation letter and otherwise from you. Accordingly, inaccurate, incomplete, or false representations could cause us to expend unnecessary effort or could cause a material fraud or error to go undetected by our procedures. In view of the foregoing, you agree that we shall not be responsible for any misstatements in the entity's financial statements that we may fail to detect as a result of misrepresentations made to us by you.

Management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying and providing report copies to us of previous financial audits, attestation engagements, performance audits, or other studies related to the objectives discussed in the "Audit objectives" section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits, attestation engagements, performance audits, or other engagements or studies. You are also responsible for providing management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions for the report, and for the timing and format for providing that information.

Responsibilities and limitations related to nonaudit services

For all nonaudit services we may provide to you, management agrees to assume all management responsibilities; oversee the services by designating an individual, preferably within senior management, who possesses suitable skill, knowledge, and/or experience to understand and oversee the services; evaluate the adequacy and results of the services; and accept responsibility for the results of the services. Management is also responsible for ensuring that your data and records are complete and that you have received sufficient information to oversee the services.

Use of financial statements

Should you decide to include or incorporate by reference these financial statements and our auditors' report(s) thereon in a future private placement or other offering of equity or debt securities, you agree that

we are under no obligation to re-issue our report or provide consent for the use of our report in such a registration or offering document. We will determine, at our sole discretion, whether we will re-issue our report or provide consent for the use of our report only after we have performed the procedures we consider necessary in the circumstances. If we decide to re-issue our report or consent to the use of our report, we will be required to perform certain procedures including, but not limited to, (a) reading other information incorporated by reference in the registration statement or other offering document and (b) subsequent event procedures. These procedures will be considered an engagement separate and distinct from our audit engagement, and we will bill you separately. If we decide to re-issue our report or consent to the use of our report, you agree that we will be included on each distribution of draft offering materials and we will receive a complete set of final documents. If we decide not to re-issue our report or decide to withhold our consent to the use of our report, you may be required to engage another firm to audit periods covered by our audit reports, and that firm will likely bill you for its services. While the successor auditor may request access to our workpapers for those periods, we are under no obligation to permit such access.

If the parties (i.e., you and CLA) agree that CLA will not be involved with your official statements related to municipal securities filings or other offering documents, we will require that any official statements or other offering documents issued by you with which we are not involved clearly indicate that CLA is not involved with the contents of such documents. Such disclosure should read as follows:

CliftonLarsonAllen LLP, our independent auditor, has not been engaged to perform and has not performed, since the date of its report included herein, any procedures on the financial statements addressed in that report. CliftonLarsonAllen LLP also has not performed any procedures relating to this offering document.

With regard to the electronic dissemination of audited financial statements, including financial statements published electronically on your website or submitted on a regulator website, you understand that electronic sites are a means to distribute information and, therefore, we are not required to read the information contained in those sites or to consider the consistency of other information in the electronic site with the original document.

We may issue preliminary draft financial statements to you for your review. Any preliminary draft financial statements should not be relied on or distributed.

Engagement administration and other matters

We understand that your employees will prepare all confirmations, account analyses, and audit schedules we request and will locate any documents or invoices selected by us for testing. A list of information we expect to need for our audit and the dates required will be provided in a separate communication.

We will provide copies of our reports to the entity; however, management is responsible for distribution of the reports and the financial statements. Unless restricted by law or regulation, or containing confidential or sensitive information, copies of our reports are to be made available for public inspection.

The audit documentation for this engagement is the property of CLA and constitutes confidential information. However, we may be requested to make certain audit documentation available to regulatory

bodies pursuant to authority given to it by law or regulation. If requested, access to such audit documentation will be provided under the supervision of CLA’s personnel. Furthermore, upon request, we may provide copies of selected audit documentation to those regulators. The regulators may intend, or decide, to distribute the copies of information contained therein to others, including other governmental agencies.

The audit documentation for this engagement will be retained for a minimum of seven years after the report release date or for any additional period requested by a regulator. If we are aware that a federal or state awarding agency, pass-through entity, or auditee is contesting an audit finding, we will contact the party(ies) contesting the audit finding for guidance prior to destroying the audit documentation.

Professional standards require us to be independent with respect to you in the performance of these services. Any discussion that you have with our personnel regarding potential employment with you could impair our independence with respect to this engagement. Therefore, we request that you inform us prior to any such discussions so that we can implement appropriate safeguards to maintain our independence and objectivity. Further, any employment offers to any staff members working on this engagement without our prior knowledge may require substantial additional procedures to ensure our independence. You will be responsible for any additional costs incurred to perform these procedures.

Our audit engagement ends on delivery of our signed report. Any additional services that might be requested will be a separate, new engagement. The terms and conditions of that new engagement will be governed by a new, specific SOW for that service.

Government Auditing Standards require that we make our most recent external peer review report publicly available. The report is posted on our website at www.CLAconnect.com/Aboutus/.

Fees

Our professional fee is \$31,800.00. We will also bill for expenses (including travel, report production, word processing, postage, internal and administrative charges, etc.) plus a technology and client support fee of five percent (5%) of all professional fees billed. This estimate is based on anticipated cooperation from your personnel and their assistance with locating requested documents and preparing requested schedules. If the requested items are not available on the dates required or are not accurate, the fees and expenses will likely be higher. Our invoices, including applicable state and local taxes, will be rendered as work progresses and are payable on presentation.

Audit of financial statements \$31,800.00

There is a ten percent withholding clause per Education Code 14505.

Bill to be mailed on	Amount to be billed
March 2026	\$10,600
July 2026	\$10,600
September 2026	\$10,600

Estimated fees based on the 2025-26 State Audit Guide dated July 1, 2025.

Unexpected circumstances

We will advise you if unexpected circumstances require significant additional procedures resulting in a substantial increase in the fee estimate.

Changes in accounting and audit standards

Standard setters and regulators continue to evaluate and modify standards. Such changes may result in new or revised financial reporting and disclosure requirements or expand the nature, timing, and scope of the activities we are required to perform. To the extent that the amount of time required to provide the services described in the SOW increases due to such changes, our fee may need to be adjusted. We will discuss such circumstances with you prior to performing the additional work.

Agreement

We appreciate the opportunity to provide the services described in this SOW related to the MSA. All terms and provisions of the MSA shall apply to these services. If you agree with the terms of this SOW, please sign below to indicate your acknowledgement and understanding of, and agreement with, this SOW.

Sincerely,

CliftonLarsonAllen LLP

Response:

This letter correctly sets forth the understanding of Connecting Waters Charter Schools.

CLA
CliftonLarsonAllen LLP

Wade McMullen

McMullen, Wade, Prinicpal

SIGNED 1/30/2026, 4:01:14 PM PST

Client
Connecting Waters Charter Schools

SIGN:

Jerri Levers

DATE:

Coversheet

Approval of the Second Interim Budget for Connecting Waters Charter School

Section: V. Items Scheduled for Consideration and/or Action
Item: A. Approval of the Second Interim Budget for Connecting Waters Charter School
Purpose: Vote
Submitted by:
Related Material: CW FY2025-2026 Second Interim Budget v2 1.5 percent.pdf

BACKGROUND:

The Second Interim Budget Report provides a financial update reflecting actual revenues and expenditures



Connecting Waters

2025-26 Second Interim Budget



Connecting Waters**2025-26 Second Interim Budget - Summary Analysis****SUMMARY OF RESULTS**

This Second Interim Budget projects a budget surplus of \$1,019,035.

This is a decrease of (\$202,814) from the First Interim Budget projected surplus of \$1,221,849 and is caused by lower than projected ADA as well as an adjustment to projected interest income.

A credit has been applied to Salaries and Benefits for EU Encumbrances.

This will allow Connecting Waters to end this fiscal year with a fund balance of \$9,068,134, which is 81.7% of annual expenditures.

CASH FLOW

Operating cash flow is projected to remain positive throughout the next three fiscal years, as shown in the attached monthly cash flow schedule.

The lowest projected ending cash balance this fiscal year is \$4,284,723, which represents 142 days of operating costs on average.

The June 30 ending cash balance this coming fiscal year is projected to be \$4,791,408, which represents 158 days of average operating costs.

This cash flow takes into account all currently projected impacts on cash known at the time of this budget approval.

SIGNIFICANT CHANGES IN REVENUE (Total Change from Prior = decrease of (\$251,948), or -2.0% of prior revenues)

LCFF Entitlement: These "Local Control Funding Formula" revenues are the primary funding source for the school.

LCFF Entitlement projected revenues are \$28,618 higher than at First Interim Budget due to revised Unduplicated Pupil Percentage.

Federal Revenues: This consists of federal special education (IDEA) grants.

Federal Revenues are projected at \$0 lower than at First Interim Budget.

Other State Revenues: These are the non-LCFF state revenues such as Lottery, ELOP, and one-time block grants such as LREBG and SSPDDBG.

Other State Revenues are projected at (\$91,566) lower than at FY25-26 First interim Budget due to the reduction in projected ADA.

All current one-time funding will be used by end of FY25-26 - this results in significant reductions in out-going years on Other State Revenues.

Other Local Revenues: This category includes any non-LCFF local revenue sources and State Special Education funds.

Other Local Revenues are projected at (\$189,000) lower than at FY2025-26 First Interim Budget due to a revised projection of interest income.

This change reflects a later implementation date for a sweep account and lowered interest rates.

SIGNIFICANT CHANGES IN EXPENSES (Total Change from Prior = decrease of (\$49,134), or -0.4% of prior expenses)

Salaries and Benefits: This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.

Salaries and Benefits costs are (\$81,602) lower than at First Interim Budget reflecting the current staffing levels.

Books & Supplies: This category includes textbooks, computers, supplies, and other instructional and non-instructional materials and equipment.

Books & Supplies costs are projected at \$2,000 higher than at First Interim Budget to reflect current expenditure trend.

Services & Operating Expenses: These include all contracted services as well as travel, insurance, rent, legal costs, and other service-related expenses.

Services & Operating costs are projected to be \$30,468 higher than at First Interim Budget to reflect actual trend of expenses in Dues & Memberships and Instructional Vendors & Consultants.

Depreciation, Capital Outlay, and Other Outgo: This category includes depreciation on fixed assets and interest on long-term debt.

These costs are projected at \$0 lower than at First Interim Budget, reflecting stable depreciation and interest expense projections.

Future building construction/modification costs not yet included; pending further information from administration.

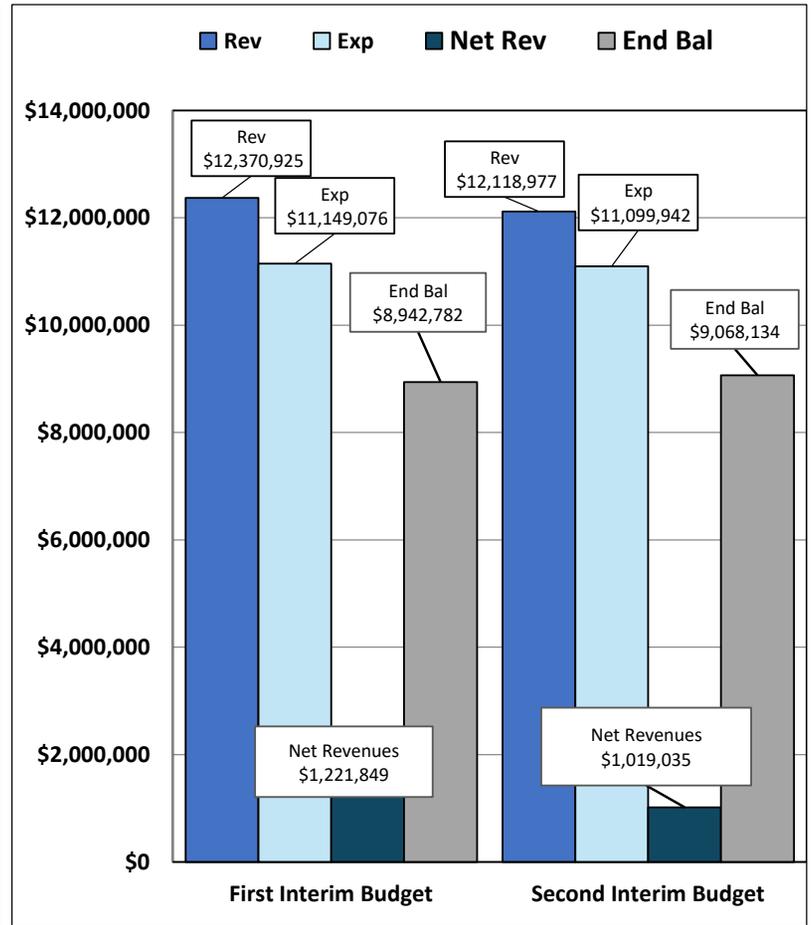
SB740 Non-Classroom Funding Determination:

The FY2025-26 Second Interim Budget projects that SB740 compliance will be 56.6% for Certificated Expenditures and 84.4% for Instructional Expenditures.

This meets the requirements for 100% funding: a minimum of 40% in Certificated Expenditures and 80% in Instructional Expenditures.

**Connecting Waters
2025-26 Second Interim Budget
BUDGET SUMMARY**

	First Interim Budget	Actuals through 1/31/2026	Second Interim Budget	Change
	722	-	720	(2)
	714.78	-	712.80	(1.98)
Revenues:				
General Purpose Entitlement	\$ 9,514,617	\$ 5,052,402	\$ 9,543,235	\$ 28,618
Federal Revenue	42,000	27,639	42,000	-
Other State Revenue	1,922,169	399,750	1,830,603	(91,566)
Other Local Revenue	892,139	555,965	703,139	(189,000)
TTL Revenues	\$ 12,370,925	\$ 6,035,756	\$ 12,118,977	\$ (251,948)
Expenditures:				
Certificated Salaries	\$ 4,987,944	\$ 3,414,320	\$ 4,887,423	\$ (100,521)
Non-Certificated Salaries	947,168	556,352	971,098	23,930
Benefits	2,211,240	1,199,218	2,206,229	(5,011)
Books/Supplies/Materials	1,304,574	459,248	1,306,574	2,000
Services/Operations	1,637,163	1,237,044	1,667,631	30,468
Capital Outlay	60,986	-	60,986	-
Other Outgo	-	-	-	-
TTL Expenditures	\$ 11,149,076	\$ 6,866,183	\$ 11,099,942	\$ (49,134)
Net Revenues	\$ 1,221,849	\$ (830,427)	\$ 1,019,035	\$ (202,814)
Beginning Balance July 1	\$ 7,720,933		\$ 8,049,099	
Ending Balance June 30	\$ 8,942,782		\$ 9,068,134	
Ending Balance as % of Exp:	80.2%		81.7%	



**Connecting Waters
2025-26 Second Interim Budget
Budget Detail & Prior Budget Comparison**

Description	First Interim Budget	Actuals through 1/31/2026	25-26 Second Interim Budget	Budget Change	Percent Spent	Comments
Enrollment (CALPADS)	722		720	(2)		
Average Daily Attendance (P-2)	714.78		712.80	(1.98)		
REVENUES						
General Purpose Entitlement						
8011 LCFF General Entitlement	5,444,173	3,132,482	5,483,162	38,989	57%	
8012 EPA Entitlement	2,693,604	1,025,021	2,686,143	(7,461)	38%	
8019 Prior Year Unrestricted Revenue	326,399	326,399	326,399	-	100%	
8096 In-Lieu-Of Property Taxes	1,050,441	568,500	1,047,531	(2,910)	54%	
TTL General Purpose Entitlement	9,514,617	5,052,402	9,543,235	28,618	53%	
Federal Revenue						
8181 Federal IDEA SpEd Revenue	-	-	-	-	0%	
8182 SpEd - Discretionary Grants	-	-	-	-	0%	
8290 Other Federal Revenue	42,000	27,639	42,000	-	66%	
TTL Federal Revenue	42,000	27,639	42,000	-	66%	
Other State Revenue						
8311 AB602 State SpEd Revenue	-	-	-	-	0%	
8550 Mandated Cost Reimbursements	25,817	24,820	25,817	-	96%	
8560 State Lottery Revenue	203,061	63,869	202,499	(562)	32%	
8590 Other State Revenue	1,693,291	311,061	1,602,288	(91,003)	19%	
TTL Other State Revenue	1,922,169	399,750	1,830,603	(91,566)	22%	
Other Local Revenue						
8660 Interest Income	234,000	11,497	45,000	(189,000)	26%	
8699 Other Revenue	10,000	3,531	10,000	-	35%	
8791 Apportionment Transfer	648,139	540,937	648,139	-	83%	
TTL Other Local Revenue	892,139	555,965	703,139	(189,000)	79%	
TTL REVENUES	12,370,925	6,035,756	12,118,977	(251,948)		All revenues updated to reflect change in ADA & UPP% Projections for P2.
EXPENDITURES						
1000 - Certificated Salaries						
1100 Teacher Compensation	3,636,978	2,388,334	3,499,532	(137,446)	68%	EU Encumbrance Credit applied
1150 Teacher Stipends/Extra Duty	219,169	230,044	230,044	10,875	100%	
1160 Electives Teachers	71,852	62,234	71,852	-	87%	
1200 Student Support	421,912	245,577	435,499	13,587	56%	
1250 Support Stipends/Extra Duty	4,666	2,474	8,736	4,070	28%	
1300 Certificated Administrators	617,984	460,563	613,791	(4,193)	75%	
1350 Administrator Stipends/Extra Duty	14,427	23,590	25,969	11,542	91%	
1370 Administrators Health Care In Lieu	956	1,505	2,000	1,044	75%	
TTL Certificated Salaries	4,987,944	3,414,320	4,887,423	(100,521)	70%	Budget aligned to actuals trend.
2000 - Non - Certificated Salaries						
2100 Instructional Aides	84,046	8,527	91,921	7,874	9%	
2150 Instructional Aides Stipends	1,967	272	1,967	-	14%	
2160 Electives Instructional Aides	121,785	62,276	124,471	2,686	50%	
2300 Classified Administrators	2,278	4,497	5,278	3,000	85%	
2400 Clerical & Technical Staff	734,627	468,663	721,785	(12,842)	65%	
2450 Clerical & Technical Stipends	2,464	288	2,464	-	12%	
2900 Other Classified Positions	-	11,829	15,000	15,000	79%	
TTL Non - Certificated Salaries	947,168	556,352	971,098	23,930	57%	Budget aligned to actuals trend.

**Connecting Waters
2025-26 Second Interim Budget
Budget Detail & Prior Budget Comparison**

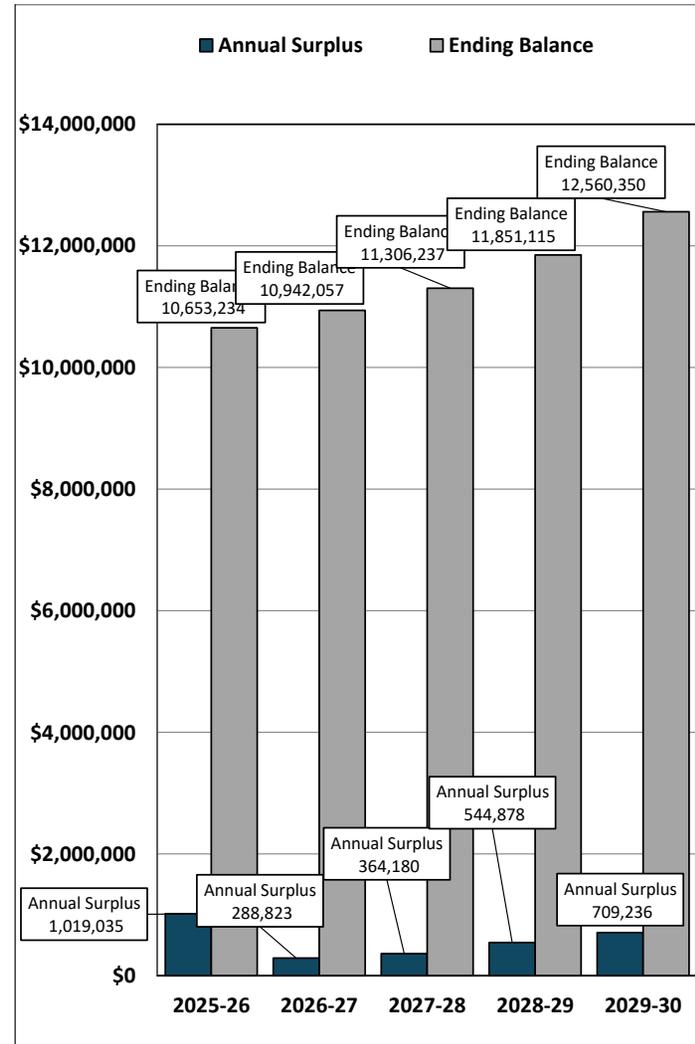
Description	First Interim Budget	Actuals through 1/31/2026	25-26 Second Interim Budget	Budget Change	Percent Spent	Comments
3000 - Employee Benefits						
3101 STRS	952,697	388,457	933,498	(19,200)	42%	
3102 STRS Classified	-	-	-	-	0%	
3201 PERS	-	-	-	-	0%	
3202 PERS	253,936	146,432	260,351	6,416	56%	
3211 Voluntary Retirement Certificated	-	-	-	-	0%	
3212 Voluntary Retirement Classified	-	-	-	-	0%	
3301 OASDI/Medicare Exp	144,783	90,906	145,157	373	63%	
3302 OASDI/Medicare (CLASS)	-	-	-	-	0%	
3401 Health Care Certificated	610,810	408,137	618,746	7,937	66%	
3402 Health Care Classified	185,744	112,700	185,556	(189)	61%	
3405 Claims Reimbursement	-	-	-	-	0%	
3411 HC Benefit Adjustments Certificated	-	-	-	-	0%	
3412 HC Benefit Adjustments Classified	-	-	-	-	0%	
3501 Unemployment Insurance	2,494	2,294	2,930	436	78%	
3502 Unemployment Insurance Classified	-	-	-	-	0%	
3601 Workers' Comp Certificated	51,077	43,354	50,047	(1,029)	87%	
3602 Workers' Comp Classified	9,699	6,939	9,944	245	70%	
TTL Employee Benefits	2,211,240	1,199,218	2,206,229	(5,011)	54%	Budget aligned to actuals trend.
4000 - Books/Supplies/Materials						
4310 Materials & Supplies	789,812	384,226	789,812	-	49%	
4320 Office Supplies	33,814	17,982	33,814	-	53%	
4330 Meals & Events	4,822	6,128	6,822	2,000	90%	Budget aligned to actuals trend.
4390 Other Supplies	38,179	-	38,179	-	0%	
4400 Non-Capitalized Equipment	425,421	47,769	425,421	-	11%	
4700 School Nutrition Program	12,527	3,132	12,527	-	25%	
TTL Books/Supplies/Materials	1,304,574	459,248	1,306,574	2,000	35%	
5000 - Services & Operations						
5200 Travel & Conferences	54,590	65,762	54,590	-	120%	
5210 Mileage Reimbursements	62,787	31,836	62,787	-	51%	
5300 Dues & Memberships	15,588	33,784	34,088	18,500	99%	Budget aligned to actuals (APLUS, CCSA, BoardOnTrack, WASC)
5400 Insurance	59,122	46,910	59,122	-	79%	

**Connecting Waters
2025-26 Second Interim Budget
Budget Detail & Prior Budget Comparison**

Description	First Interim Budget	Actuals through 1/31/2026	25-26 Second Interim Budget	Budget Change	Percent Spent	Comments
5500 Operations & Housekeeping	16,700	5,275	16,700	-	32%	
5510 Utilities (General)	6,472	3,731	6,472	-	58%	
5515 Utilities (Gas)	4,733	1,816	4,733	-	38%	
5516 Utilities (Electric)	6,190	3,938	6,190	-	64%	
5517 Utilities (Garbage)	1,436	954	1,436	-	66%	
5518 Utilities (Sewer)	1,092	510	1,092	-	47%	
5519 Utilities (Water)	-	-	-	-	0%	
5610 Facility Rents & Leases	69,366	36,316	69,366	-	52%	
5611 Lease Interest Expense	11,406	10,600	11,406	-	93%	
5620 Equipment Leases	2,344	1,387	2,344	-	59%	
5630 Maintenance & Repair	8,645	9,363	10,045	1,400	93%	Budget aligned to actuals trend.
5800 Professional Services - Non-instructional	183,598	184,228	183,598	-	100%	
5810 Legal	32,832	21,393	32,832	-	65%	
5820 Audit & CPA	10,292	7,980	10,292	-	78%	
5825 DMS Business Services	259,789	138,413	254,499	(5,291)	54%	Budget aligned to actuals trend.
5830 Non-Instructional Software Licenses/Fees	65,474	25,303	65,474	-	39%	
5840 Advertising & Recruitment	1,531	947	1,531	-	62%	
5850 Oversight Fees	275,647	149,509	276,505	859	54%	Budget aligned to actuals trend.
5860 Service Fees	4,368	2,018	4,368	-	46%	
5870 Livescan Fingerprinting	1,104	920	1,104	-	83%	
5880 Instructional Vendors & Consultants	429,208	432,166	444,208	15,000	97%	Budget aligned to actuals trend.
5910 Telephone	6,046	4,839	6,046	-	80%	
5920 Internet	9,616	7,423	9,616	-	77%	
5930 Postage	7,921	5,741	7,921	-	72%	
5940 Technology	29,264	3,982	29,264	-	14%	
TTL Services & Operations	1,637,163	1,237,044	1,667,631	30,468	74%	
6000 - Capital Outlay						
6900 Depreciation	60,986	-	60,986	-	0%	
TTL Capital Outlay	60,986	-	60,986	-	0%	
7000 - Other Outgo						
7438 Interest Expense	-	-	-	-	0%	
TTL Other Outgo	-	-	-	-	0%	
TTL EXPENDITURES	11,149,076	6,866,183	11,099,942	(49,134)		
Revenues less Expenditures	1,221,849	(830,427)	1,019,035	(202,814)		
Beginning Fund Balance	7,720,933		8,049,099			
Net Revenues	1,221,849		1,019,035			
ENDING BALANCE	8,942,782		9,068,134			
ENDING BALANCE AS % OF OUTGO	80.2%		81.7%			

**Connecting Waters
2025-26 Second Interim Budget
Multi-Year Projection Summary**

Description	2025-26	2026-27	2027-28	2028-29	2029-30
Projected Enrollment:	720	731	742	753	764
Projected P-2 ADA:	712.80	723.49	734.34	745.36	756.54
Revenues:					
General Purpose Entitlement	9,543,235	9,536,729	9,928,803	10,414,227	10,902,364
Federal Revenue	42,000	43,012	44,328	45,809	47,247
Other State Revenue	1,830,603	415,335	403,502	410,314	416,929
Other Local Revenue	703,139	752,509	772,820	795,668	817,865
TTL Revenues	12,118,977	10,747,585	11,149,454	11,666,019	12,184,405
Expenditures:					
Certificated Salaries	4,887,423	5,001,086	5,143,311	5,297,610	5,456,538
Non-Certificated Salaries	971,098	1,050,320	1,081,830	1,114,285	1,147,713
Benefits	2,206,229	2,210,695	2,300,703	2,383,323	2,473,782
Books/Supplies/Materials	1,306,574	798,044	820,070	843,852	868,324
Services/Operations	1,667,631	1,337,631	1,378,375	1,424,134	1,470,876
Capital Outlay	60,986	60,986	60,986	57,937	57,937
Other Outgo	-	-	-	-	-
TTL Expenditures	11,099,942	10,458,762	10,785,274	11,121,141	11,475,170
Net Revenues	1,019,035	288,823	364,180	544,878	709,236
Beginning Fund Balance	9,634,199	10,653,234	10,942,057	11,306,237	11,851,115
Net Revenues	1,019,035	288,823	364,180	544,878	709,236
ENDING BALANCE	10,653,234	10,942,057	11,306,237	11,851,115	12,560,350
ENDING BALANCE (% of Outgo)	96.0%	104.6%	104.8%	106.6%	109.5%



**Connecting Waters
2025-26 Second Interim Budget
2025-26 Cash Flow**

Description	25-26 Second Interim Budget	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	Total For Year
	BEGINNING CASH		6,782,702	7,587,045	6,777,442	5,797,328	5,054,519	4,565,553	4,284,723	4,656,483	4,667,051	4,686,933	4,886,928	4,736,448	
CASH INFLOWS															
REVENUES															
LCFF State Aid	5,483,162	-	340,487	340,487	612,877	612,877	612,877	612,877	612,877	347,561	347,561	347,561	347,561	347,561	5,483,162
Education Protection Account	2,686,143	-	-	-	512,511	-	-	512,510	-	-	512,510	-	-	1,148,612	2,686,143
Prior Year Adjustments	326,399	-	326,399	-	-	-	-	-	-	-	-	-	-	-	326,399
In-Lieu-Of Property Taxes	1,047,531	-	68,220	136,440	90,960	90,960	90,960	90,960	66,041	137,663	68,832	68,832	68,832	68,832	1,047,531
Other Federal Revenues	42,000	-	-	-	27,639	-	-	-	-	-	-	-	-	14,361	42,000
Other State Revenues	1,830,603	-	20,057	9,883	17,790	201,735	98,161	52,124	112,680	153,655	52,124	52,124	52,124	1,008,144	1,830,603
Local Revenues	703,139	800	3,137	6,563	(1,440)	1,089	239,896	305,919	313,169	475,204	313,169	475,204	313,169	(1,742,743)	703,139
TOTAL REVENUES	12,118,977	800	758,300	493,373	1,260,337	906,661	1,041,894	1,574,391	1,104,768	1,114,083	1,294,196	943,721	781,686	844,766	12,118,977
EXPENDITURES															
Certificated Salaries	4,887,423	145,846	515,487	568,797	557,531	557,744	535,020	533,894	533,894	533,894	533,894	533,894	266,947	(929,421)	4,887,423
Classified Salaries	971,098	38,341	78,367	86,306	89,164	93,260	85,078	85,836	80,925	80,925	80,925	80,925	80,925	10,122	971,098
Benefits	2,206,229	84,277	208,877	226,274	227,153	228,187	(3,794)	228,244	231,531	231,531	231,531	231,531	131,003	(50,117)	2,206,229
Books & Supplies	1,306,574	138,064	38,902	139,830	57,687	20,539	33,116	31,110	108,881	108,881	108,881	108,881	108,881	302,920	1,306,574
Services & Operations	1,667,631	107,174	137,114	175,741	155,604	274,036	198,780	188,594	138,969	138,969	138,969	138,969	138,969	(264,260)	1,667,631
Capital Outlay	60,986	-	-	-	-	-	-	-	-	-	-	-	60,986	-	60,986
Other Outgo	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	11,099,942	513,702	978,748	1,196,949	1,087,139	1,173,765	848,201	1,067,679	1,094,201	1,094,201	1,094,201	1,094,201	787,712	(930,756)	11,099,942
OTHER CASH INFLOWS/OUTFLOWS															
Accounts Receivable (net change)		1,891,264	7,616	-	47,164	-	-	-	-	-	-	-	-	-	1,946,044
Net Change in Payables		(570,070)	(565,532)	(276,539)	10,104	(221,862)	(474,592)	(134,952)	-	-	-	-	-	-	(2,233,443)
Fixed Asset Acquisitions		(3,950)	(31,239)	-	(973,274)	-	70	-	-	-	-	-	60,986	-	(947,407)
Other Inflows/(Outflows)		-	-	-	-	-	-	-	-	-	-	-	-	-	-
NET INFLOWS/OUTFLOWS		1,317,245	(589,155)	(276,539)	(916,007)	(221,862)	(474,522)	(134,952)	-	-	-	-	60,986	-	-
ENDING CASH BALANCE		7,587,045	6,777,442	5,797,328	5,054,519	4,565,553	4,284,723	4,656,483	4,667,051	4,686,933	4,886,928	4,736,448	4,791,408		
Days Cash On Hand		251	224	192	167	151	142	154	154	155	162	157	158		

**Connecting Waters
2025-26 Second Interim Budget
2026-27 Cash Flow**

Description	2026-27 Budget	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	Total For Year
BEGINNING CASH		4,791,408	4,981,064	4,455,731	3,827,802	4,064,096	3,705,800	3,896,813	4,457,994	4,476,969	4,476,441	4,742,336	4,648,909		
CASH INFLOWS															
REVENUES															
LCFF State Aid	5,681,345	-	352,794	352,794	635,029	635,029	635,029	635,029	635,029	360,123	360,123	360,123	360,123	360,123	5,681,345
Education Protection Account	2,792,140	-	-	-	532,735	-	-	532,734	-	-	532,734	-	-	1,193,937	2,792,140
Prior Year Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-Lieu-Of Property Taxes	1,063,244	-	69,243	138,487	92,324	92,324	92,324	92,324	67,032	139,728	69,864	69,864	69,864	69,864	1,063,244
Other Federal Revenues	43,012	-	-	-	28,305	-	-	-	-	-	-	-	-	-	-
Other State Revenues	415,335	-	4,551	2,242	4,036	45,770	22,271	11,826	25,565	34,862	11,826	11,826	11,826	228,732	415,335
Local Revenues	752,509	856	3,357	7,024	(1,541)	1,166	256,740	327,399	335,158	508,570	335,158	508,570	335,158	(1,865,108)	752,509
TOTAL REVENUES	10,747,585	856	429,945	500,547	1,290,888	774,289	1,006,364	1,599,313	1,062,784	1,043,283	1,309,705	950,383	776,971	(12,452)	10,704,572
EXPENDITURES															
Certificated Salaries	5,001,086	149,238	527,476	582,026	570,497	570,715	547,463	546,311	546,311	546,311	546,311	546,311	273,155	(951,036)	5,001,086
Classified Salaries	1,050,320	41,468	84,761	93,347	96,438	100,868	92,019	92,839	87,527	87,527	87,527	87,527	87,527	10,948	1,050,320
Benefits	2,210,695	84,448	209,300	226,732	227,612	228,649	(3,802)	228,706	232,000	232,000	232,000	232,000	131,268	(50,219)	2,210,695
Books & Supplies	798,044	84,329	23,761	85,407	35,235	12,545	20,227	19,002	66,504	66,504	66,504	66,504	66,504	185,021	798,044
Services & Operations	1,337,631	85,966	109,981	140,964	124,813	219,808	159,445	151,274	111,469	111,469	111,469	111,469	111,469	(211,966)	1,337,631
Capital Outlay	60,986	-	-	-	-	-	-	-	-	-	-	-	60,986	-	60,986
Other Outgo	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	10,458,762	445,448	955,278	1,128,476	1,054,595	1,132,585	815,351	1,038,131	1,043,810	1,043,810	1,043,810	1,043,810	730,909	(1,017,253)	10,458,762
OTHER CASH INFLOWS/OUTFLOWS															
Accounts Receivable (net change)		1,565,004	-	-	-	-	-	-	-	-	-	-	-	-	1,565,004
Net Change in Payables		(930,756)	-	-	-	-	-	-	-	-	-	-	-	-	(930,756)
Fixed Asset Acquisitions		-	-	-	-	-	-	-	-	-	-	-	64,247	-	64,247
Other Inflows/(Outflows)		-	-	-	-	-	-	-	-	-	-	-	-	-	-
NET INFLOWS/OUTFLOWS		634,248	-	64,247	-	-									
ENDING CASH BALANCE		4,981,064	4,455,731	3,827,802	4,064,096	3,705,800	3,896,813	4,457,994	4,476,969	4,476,441	4,742,336	4,648,909	4,759,218		
Days Cash On Hand		165	147	127	134	123	129	147	148	148	157	154	157		

**Connecting Waters
2025-26 Second Interim Budget
2027-28 Cash Flow**

Description	2027-28 Budget	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	Total For Year
BEGINNING CASH		4,759,218	5,924,701	5,385,666	4,740,076	4,997,509	4,631,385	4,834,155	5,424,659	5,447,785	5,444,938	5,727,978	5,631,840		
CASH INFLOWS															
REVENUES															
LCFF State Aid	5,928,866	-	368,164	368,164	662,695	662,695	662,695	662,695	662,695	375,812	375,812	375,812	375,812	375,812	5,928,866
Education Protection Account	2,920,745	-	-	-	557,273	-	-	557,272	-	-	557,272	-	-	1,248,929	2,920,745
Prior Year Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-Lieu-Of Property Taxes	1,079,192	-	70,282	140,564	93,709	93,709	93,709	93,709	68,038	141,824	70,912	70,912	70,912	70,912	1,079,192
Other Federal Revenues	44,328	-	-	-	29,171	-	-	-	-	-	-	-	-	-	-
Other State Revenues	403,502	-	4,421	2,178	3,921	44,466	21,637	11,489	24,837	33,869	11,489	11,489	11,489	222,215	403,502
Local Revenues	772,820	879	3,448	7,214	(1,583)	1,197	263,669	336,236	344,205	522,297	344,205	522,297	344,205	(1,915,449)	772,820
TOTAL REVENUES	11,149,454	879	446,315	518,120	1,345,187	802,068	1,041,711	1,661,401	1,099,774	1,073,802	1,359,690	980,511	802,418	2,420	11,105,125
EXPENDITURES															
Certificated Salaries	5,143,311	153,482	542,476	598,578	586,721	586,945	563,032	561,847	561,847	561,847	561,847	561,847	280,923	(978,082)	5,143,311
Classified Salaries	1,081,830	42,713	87,303	96,147	99,331	103,894	94,779	95,624	90,152	90,152	90,152	90,152	90,152	11,276	1,081,830
Benefits	2,300,703	87,886	217,821	235,963	236,880	237,958	(3,957)	238,018	241,446	241,446	241,446	241,446	136,613	(52,263)	2,300,703
Books & Supplies	820,070	86,656	24,417	87,764	36,207	12,891	20,785	19,526	68,339	68,339	68,339	68,339	68,339	190,127	820,070
Services & Operations	1,378,375	88,584	113,331	145,258	128,614	226,504	164,301	155,882	114,865	114,865	114,865	114,865	114,865	(218,423)	1,378,375
Capital Outlay	60,986	-	-	-	-	-	-	-	-	-	-	-	60,986	-	60,986
Other Outgo	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	10,785,274	459,321	985,349	1,163,711	1,087,754	1,168,192	838,941	1,070,897	1,076,649	1,076,649	1,076,649	1,076,649	751,879	(1,047,365)	10,785,274
OTHER CASH INFLOWS/OUTFLOWS															
Accounts Receivable (net change)		1,623,924	-	-	-	-	-	-	-	-	-	-	-	-	1,623,924
Net Change in Payables		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fixed Asset Acquisitions		-	-	-	-	-	-	-	-	-	-	-	64,247	-	64,247
Other Inflows/(Outflows)		-	-	-	-	-	-	-	-	-	-	-	-	-	-
NET INFLOWS/OUTFLOWS		1,623,924	-	64,247	-	-									
ENDING CASH BALANCE		5,924,701	5,385,666	4,740,076	4,997,509	4,631,385	4,834,155	5,424,659	5,447,785	5,444,938	5,727,978	5,631,840	5,746,627		
Days Cash On Hand		196	178	157	165	153	160	179	180	180	189	186	190		

Coversheet

Approval of the Second Interim Budget for Connecting Waters Charter School, East Bay

Section: V. Items Scheduled for Consideration and/or Action
Item: B. Approval of the Second Interim Budget for Connecting Waters Charter School, East Bay
Purpose: Vote
Submitted by:
Related Material: CWEB FY2025-2026 Second Interim Budget v2 1.5 percent.pdf

BACKGROUND:

The Second Interim Budget Report provides a financial update reflecting actual revenues and expenditures



Connecting Waters East Bay

2025-26 Second Interim Budget



Connecting Waters East Bay 2025-26 Second Interim Budget - Summary Analysis



SUMMARY OF RESULTS

This Second Interim Budget projects a budget deficit of (\$246,120).

This is a decrease of (\$814,976) from the First Interim Budget projected surplus of \$568,856 and is caused by an increase in Salaries & Benefits and Services & Operations and a decrease in revenue due to lower than anticipated ADA as well as an adjustment to projected interest income.

A credit has been applied to Salaries and Benefits for EU Encumbrances.

This will allow Connecting Waters East Bay to end this fiscal year with a fund balance of \$5,440,398, which is 68.8% of annual expenditures.

CASH FLOW

Operating cash flow is projected to remain positive throughout the next three fiscal years, as shown in the attached monthly cash flow schedule.

The lowest projected ending cash balance this fiscal year is \$4,888,337, which represents 226 days of operating costs on average.

The June 30 ending cash balance this coming fiscal year is projected to be \$5,623,872, which represents 260 days of average operating costs.

This cash flow takes into account all currently projected impacts on cash known at the time of this budget approval including the planned Mobile Kitchen project.

SIGNIFICANT CHANGES IN REVENUE (Total Change from Prior = decrease of (\$486,075), or -6.0% of prior revenues)

LCFF Entitlement: These "Local Control Funding Formula" revenues are the primary funding source for the school.

LCFF Entitlement projected revenues are (\$256,150) lower than at First Interim Budget due to decreased projected enrollment.

Federal Revenues: This consists of federal special education (IDEA) grants.

Federal Revenues are projected at \$0 lower than at First Interim Budget.

Other State Revenues: These are the non-LCFF state revenues such as Lottery, ELOP, and any one-time grants such as LREBG and SSPDDBG .

Other State Revenues are projected at (\$88,925) lower than at First Interim Budget due to decreased projected enrollment.

All current one-time funding will be used by end of FY25-26 - this results in significant reductions in out-going years on Other State Revenues.

Other Local Revenues: This category includes any non-LCFF local revenue sources.

Other Local Revenues are projected at (\$141,000) lower than at First Interim Budget primarily due to a revised projection of interest income.

This change reflects a later implementation date for a sweep account and lowered interest rates.

SIGNIFICANT CHANGES IN EXPENSES (Total Change from Prior = increase of \$328,901, or 4.3% of prior expenses)

Salaries and Benefits: This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.

Salaries and Benefits costs are \$268,018 higher than at First Interim Budget, reflecting current staffing levels.

Books & Supplies: This category includes textbooks, computers, supplies, and other instructional and non-instructional materials and equipment.

Books & Supplies costs are projected at (\$3,000) lower than at First Interim Budget to reflect the current expenditure trend.

Services & Operating Expenses: These include all contracted services as well as travel, insurance, rent, legal costs, and other service-related expenses.

Services & Operating costs are projected to be \$63,883 higher than at First Interim Budget due primarily to the increase in travel and conferences.

Depreciation, Capital Outlay, and Other Outgo: This category includes depreciation on fixed assets and interest on long-term debt.

These costs are projected at \$0 lower than at First Interim Budget, reflecting stable depreciation and interest expense projections.

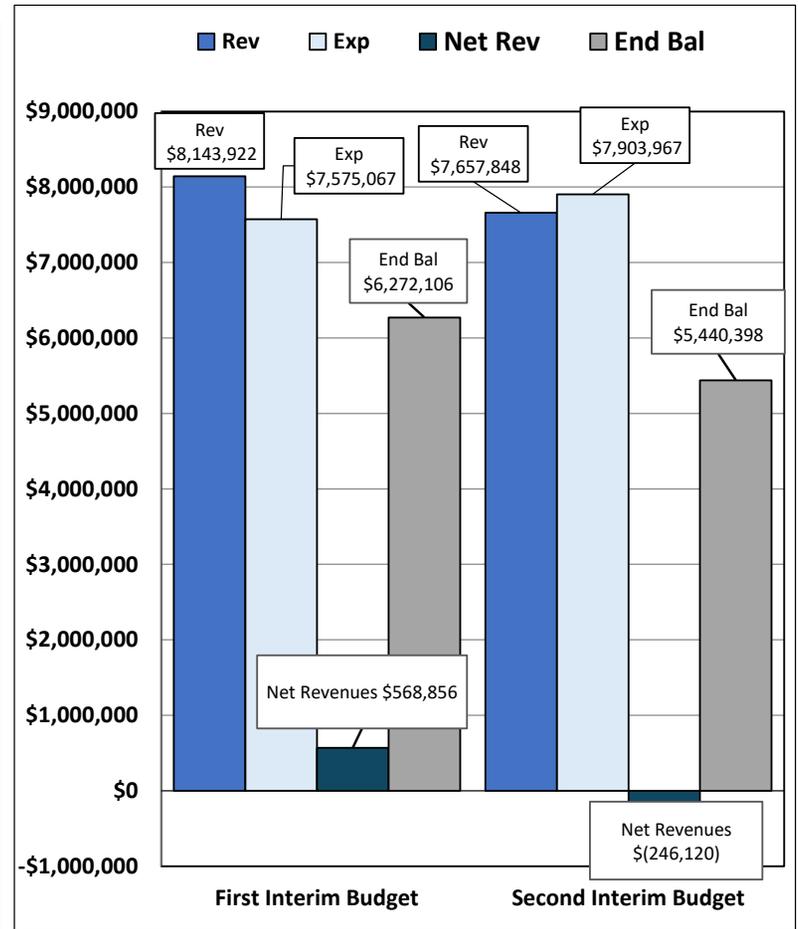
SB740 Non-Classroom Funding Determination:

The FY2025-26 Second Interim Budget projects that SB740 compliance will be 56.3% for Certificated Expenditures and 93.5% for Instructional Expenditures.

This meets the requirements for 100% funding: a minimum of 40% in Certificated Expenditures and 80% in Instructional Expenditures.

**Connecting Waters East Bay
2025-26 Second Interim Budget
BUDGET SUMMARY**

	First Interim Budget	Actuals through 1/31/2026	Second Interim Budget	Change
Projected Enrollment:	541	-	523	(18)
Projected P-2 ADA:	530.18	-	512.54	(17.64)
Revenues:				
General Purpose Entitlement	\$ 6,582,432	\$ 3,295,345	\$ 6,326,283	\$ (256,150)
Federal Revenue	84,871	23,682	84,871	-
Other State Revenue	1,299,620	485,007	1,210,694	(88,925)
Other Local Revenue	177,000	5,877	36,000	(141,000)
TTL Revenues	\$ 8,143,922	\$ 3,809,911	\$ 7,657,848	\$ (486,075)
Expenditures:				
Certificated Salaries	\$ 3,100,985	\$ 2,108,063	\$ 3,291,977	\$ 190,992
Non-Certificated Salaries	770,738	348,428	785,177	14,439
Benefits	1,490,374	950,372	1,552,962	62,588
Books/Supplies/Materials	895,108	333,714	892,108	(3,000)
Services/Operations	1,314,342	1,036,067	1,378,225	63,883
Capital Outlay	3,519	-	3,519	-
Other Outgo	-	-	-	-
TTL Expenditures	\$ 7,575,067	\$ 4,776,644	\$ 7,903,967	\$ 328,901
Net Revenues	\$ 568,856	\$ (966,733)	\$ (246,120)	\$ (814,976)
Beginning Balance July 1	\$ 5,703,250		\$ 5,686,518	
Ending Balance June 30	\$ 6,272,106		\$ 5,440,398	
Ending Balance as % of Exp:	82.8%		68.8%	



**Connecting Waters East Bay
2025-26 Second Interim Budget
Budget Detail & Prior Budget Comparison**

Description	First Interim Budget	Actuals through 1/31/2026	25-26 Second Interim Budget	Budget Change	Percent Spent	Comments
Enrollment (CALPADS)	541		523	(18)		
Average Daily Attendance (P-2)	530.18		512.54	(17.64)		
REVENUES						
General Purpose Entitlement						
8011 LCFF General Entitlement	4,120,919	1,879,052	3,945,785	(175,134)	48%	
8012 EPA Entitlement	106,036	26,545	102,508	(3,528)	26%	
8019 Prior Year Unrestricted Revenue	26,545	26,545	26,545	-	100%	
8096 In-Lieu-Of Property Taxes	2,328,932	1,363,203	2,251,445	(77,488)	61%	
TTL General Purpose Entitlement	6,582,432	3,295,345	6,326,283	(256,150)	52%	
Federal Revenue						
8181 Federal IDEA SpEd Revenue	78,300	23,682	78,300	-	30%	
8182 SpEd - Discretionary Grants	6,571	-	6,571	-	0%	
8290 Other Federal Revenue	-	-	-	-	0%	
TTL Federal Revenue	84,871	23,682	84,871	-	28%	
Other State Revenue						
8311 AB602 State SpEd Revenue	477,363	218,204	477,363	-	46%	
8550 Mandated Cost Reimbursements	16,670	17,367	17,367	697	100%	
8560 State Lottery Revenue	150,618	43,711	145,607	(5,011)	30%	
8590 Other State Revenue	654,968	205,725	570,358	(84,611)	36%	
TTL Other State Revenue	1,299,620	485,007	1,210,694	(88,925)	40%	
Other Local Revenue						
8660 Interest Income	174,000	-	30,000	(144,000)	0%	Updated to reflect reduced projected interest earned
8699 Other Revenue	3,000	5,877	6,000	3,000	98%	
8791 Apportionment Transfer	-	-	-	-	0%	
TTL Other Local Revenue	177,000	5,877	36,000	(141,000)	16%	
TTL REVENUES	8,143,922	3,809,911	7,657,848	(486,075)		All revenues updated to reflect change in ADA & UPP% Projections for P2.
EXPENDITURES						
1000 - Certificated Salaries						
1100 Teacher Compensation	2,167,258	1,423,270	2,337,285	170,028	61%	EU Encumbrance Credit applied
1150 Teacher Stipends/Extra Duty	111,395	122,395	122,395	11,000	100%	
1160 Electives Teachers	45,737	9,170	45,737	-	20%	
1200 Student Support	285,967	226,187	295,515	9,548	77%	

**Connecting Waters East Bay
2025-26 Second Interim Budget
Budget Detail & Prior Budget Comparison**

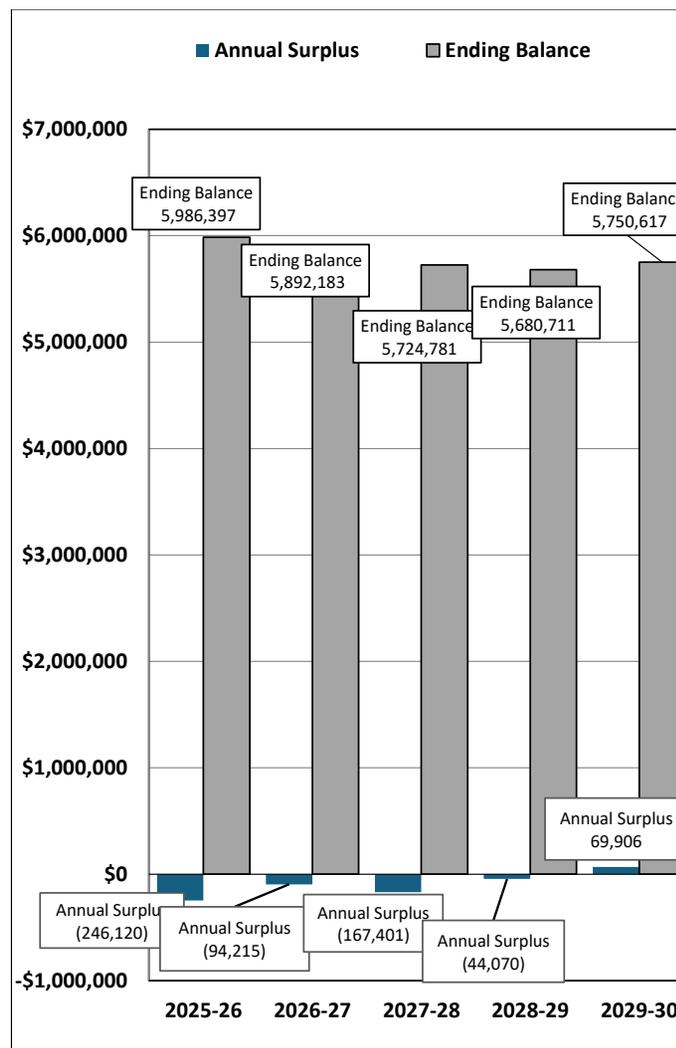
Description	First Interim Budget	Actuals through 1/31/2026	25-26 Second Interim Budget	Budget Change	Percent Spent	Comments
1250 Support Stipends/Extra Duty	3,193	538	6,053	2,860	9%	
1300 Certificated Administrators	476,731	324,046	473,785	(2,946)	68%	
1350 Administrator Stipends/Extra Duty	10,033	2,456	10,536	503	23%	
1370 Administrators Health Care In Lieu	672	-	672	-	0%	
TTL Certificated Salaries	3,100,985	2,108,063	3,291,977	190,992	64%	Budget aligned to actuals trend.
2000 - Non - Certificated Salaries						
2100 Instructional Aides	55,727	5,929	58,992	3,265	10%	
2150 Instructional Aides Stipends	1,383	181	1,383	-	13%	
2160 Electives Instructional Aides	77,431	3,475	78,140	709	4%	
2300 Classified Administrators	1,601	3,160	4,201	2,600	75%	
2400 Clerical & Technical Staff	632,865	326,978	624,828	(8,038)	52%	
2450 Clerical & Technical Stipends	1,732	202	1,732	-	12%	
2900 Other Classified Positions	-	8,502	10,000	10,000	85%	
TTL Non - Certificated Salaries	770,738	348,428	785,177	14,439	44%	Budget aligned to actuals trend.
3000 - Employee Benefits						
3101 STRS	592,288	393,561	628,768	36,479	63%	
3102 STRS Classified	-	-	-	-	0%	
3201 PERS	-	-	-	-	0%	
3202 PERS	206,635	96,891	210,506	3,871	46%	
3211 Voluntary Retirement Certificated	-	-	-	-	0%	
3212 Voluntary Retirement Classified	-	-	-	-	0%	
3301 OASDI/Medicare Exp	103,925	56,499	107,800	3,874	52%	
3302 OASDI/Medicare (CLASS)	-	-	-	-	0%	
3401 Health Care Certificated	402,805	289,533	419,091	16,286	69%	
3402 Health Care Classified	143,139	81,213	143,009	(130)	57%	
3405 Claims Reimbursement	-	-	-	-	0%	
3411 HC Benefit Adjustments Certificated	-	-	-	-	0%	
3412 HC Benefit Adjustments Classified	-	-	-	-	0%	
3501 Unemployment Insurance	1,936	1,303	2,039	103	64%	
3502 Unemployment Insurance Classified	-	-	-	-	0%	
3601 Workers' Comp Certificated	31,754	26,970	33,710	1,956	80%	
3602 Workers' Comp Classified	7,892	4,403	8,040	148	55%	
TTL Employee Benefits	1,490,374	950,372	1,552,962	62,588	61%	Budget aligned to actuals trend.
4000 - Books/Supplies/Materials						
4310 Materials & Supplies	621,315	216,772	621,315	-	35%	
4320 Office Supplies	27,791	23,830	27,791	-	86%	
4330 Meals & Events	2,854	3,339	3,854	1,000	87%	Budget aligned to actuals trend.
4390 Other Supplies	-	-	-	-	0%	
4400 Non-Capitalized Equipment	234,577	87,621	234,577	-	37%	
4700 School Nutrition Program	8,571	2,143	4,571	(4,000)	47%	Budget aligned to actuals trend.
TTL Books/Supplies/Materials	895,108	333,714	892,108	(3,000)	37%	
5000 - Services & Operations						
5200 Travel & Conferences	67,722	35,771	114,538	46,816	31%	Budget aligned to actuals trend.
5210 Mileage Reimbursements	45,070	20,895	61,406	16,336	34%	
5300 Dues & Memberships	10,542	7,974	10,542	-	76%	Budget aligned to actuals trend.
5400 Insurance	33,793	32,284	33,793	-	96%	

**Connecting Waters East Bay
2025-26 Second Interim Budget
Budget Detail & Prior Budget Comparison**

Description	First Interim Budget	Actuals through 1/31/2026	25-26 Second Interim Budget	Budget Change	Percent Spent	Comments
5500 Operations & Housekeeping	-	311	-	-	0%	
5510 Utilities (General)	15,412	13,557	15,412	-	88%	
5515 Utilities (Gas)	-	-	-	-	0%	
5516 Utilities (Electric)	-	-	-	-	0%	
5517 Utilities (Garbage)	3,910	2,896	3,910	-	74%	
5518 Utilities (Sewer)	-	-	-	-	0%	
5519 Utilities (Water)	-	-	-	-	0%	
5610 Facility Rents & Leases	162,818	125,183	162,818	-	77%	
5611 Lease Interest Expense	-	-	-	-	0%	
5620 Equipment Leases	1,659	1,743	3,159	1,500	55%	Budget aligned to actuals trend.
5630 Maintenance & Repair	20,677	30,588	32,677	12,000	94%	Budget aligned to actuals trend.
5800 Professional Services - Non-instructional	106,469	109,004	106,469	-	102%	
5810 Legal	47,326	27,198	47,326	-	57%	
5820 Audit & CPA	10,292	5,460	10,292	-	53%	
5825 DMS Business Services	171,022	105,296	160,815	(10,208)	65%	Budget aligned to actuals trend.
5830 Non-Instructional Software Licenses/Fees	44,144	17,071	44,144	-	39%	
5840 Advertising & Recruitment	2,085	665	2,085	-	32%	
5850 Oversight Fees	65,559	18,895	62,997	(2,561)	30%	Budget aligned to actuals trend.
5860 Service Fees	2,243	1,433	2,243	-	64%	
5870 Livescan Fingerprinting	770	698	770	-	91%	
5880 Instructional Vendors & Consultants	485,424	463,355	485,424	-	95%	
5910 Telephone	4,016	3,118	4,016	-	78%	
5920 Internet	11,080	8,354	11,080	-	75%	
5930 Postage	2,308	1,542	2,308	-	67%	
5940 Technology	-	2,669	-	-	0%	
TTL Services & Operations	1,314,342	1,036,067	1,378,225	63,883	75%	
6000 - Capital Outlay						
6900 Depreciation	3,519	-	3,519	-	0%	
TTL Capital Outlay	3,519	-	3,519	-	0%	
7000 - Other Outgo						
7438 Interest Expense	-	-	-	-	0%	
TTL Other Outgo	-	-	-	-	0%	
TTL EXPENDITURES	7,575,067	4,776,644	7,903,967	328,901		
Revenues less Expenditures	568,856	(966,733)	(246,120)	(814,976)		
Beginning Fund Balance	5,703,250		5,686,518			
Net Revenues	568,856		(246,120)			
ENDING BALANCE	6,272,106		5,440,398			
ENDING BALANCE AS % OF OUTGO	82.8%		68.8%			

**Connecting Waters East Bay
2025-26 Second Interim Budget
Multi-Year Projection Summary**

Description	2025-26	2026-27	2027-28	2028-29	2029-30
Projected Enrollment:	523	531	539	547	555
Projected P-2 ADA:	512.54	520.23	528.03	535.95	543.99
Revenues:					
General Purpose Entitlement	6,326,283	6,564,668	6,873,075	7,209,112	7,547,007
Federal Revenue	84,871	84,392	88,131	92,270	96,434
Other State Revenue	1,210,694	964,053	826,094	857,319	888,542
Other Local Revenue	36,000	52,500	52,500	52,500	52,500
TTL Revenues	7,657,848	7,665,612	7,839,800	8,211,201	8,584,482
Expenditures:					
Certificated Salaries	3,291,977	3,367,575	3,468,603	3,572,661	3,679,841
Non-Certificated Salaries	785,177	843,930	869,248	895,326	922,185
Benefits	1,552,962	1,617,854	1,686,232	1,745,858	1,811,485
Books/Supplies/Materials	892,108	653,027	670,659	688,767	707,364
Services/Operations	1,378,225	1,273,921	1,308,940	1,349,140	1,390,182
Capital Outlay	3,519	3,519	3,519	3,519	3,519
Other Outgo	-	-	-	-	-
TTL Expenditures	7,903,967	7,759,827	8,007,201	8,255,271	8,514,576
Net Revenues	(246,120)	(94,215)	(167,401)	(44,070)	69,906
Beginning Fund Balance	6,232,517	5,986,397	5,892,183	5,724,781	5,680,711
Net Revenues	(246,120)	(94,215)	(167,401)	(44,070)	69,906
ENDING BALANCE	5,986,397	5,892,183	5,724,781	5,680,711	5,750,617
ENDING BALANCE (% of Outgo)	75.7%	75.9%	71.5%	68.8%	67.5%



**Connecting Waters East Bay
2025-26 Second Interim Budget
2025-26 Cash Flow**

Description	25-26 Second Interim Budget	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	Total For Year
	BEGINNING CASH		4,926,631	4,991,245	5,294,920	5,439,438	5,143,157	4,888,337	5,672,916	5,655,757	5,555,340	5,497,102	5,413,840	5,411,466	
CASH INFLOWS															
REVENUES															
LCFF State Aid	3,945,785	-	204,244	571,885	-	367,641	367,641	367,641	355,121	355,121	355,121	355,121	355,121	291,130	3,945,785
Education Protection Account	102,508	-	-	-	-	-	-	26,545	-	37,982	-	-	37,982	-	102,508
Prior Year Adjustments	26,545	-	-	26,545	-	-	-	-	-	-	-	-	-	-	26,545
In-Lieu-Of Property Taxes	2,251,445	-	-	197,154	-	-	979,481	186,568	141,942	248,767	124,383	124,383	124,383	124,383	2,251,445
Other Federal Revenues	84,871	-	-	-	23,682	-	-	-	7,073	7,073	7,073	7,073	7,073	25,826	84,871
Other State Revenues	1,210,694	-	35,722	41,281	167,384	88,803	54,053	97,764	139,308	171,681	97,764	97,764	97,764	121,408	1,210,694
Local Revenues	36,000	-	-	1,064	1,064	1,064	1,064	1,622	6,025	6,025	6,025	6,025	6,025	-	36,000
TOTAL REVENUES	7,657,848	-	239,966	837,929	192,130	457,508	1,402,239	680,140	649,467	826,646	590,365	590,365	628,346	562,747	7,657,848
EXPENDITURES															
Certificated Salaries	3,291,977	108,065	333,246	355,660	329,951	327,433	328,565	325,143	325,143	325,143	308,886	277,998	111,199	(164,456)	3,291,977
Classified Salaries	785,177	26,484	54,417	53,099	53,060	53,587	52,236	55,545	69,881	69,881	69,881	69,881	69,881	87,346	785,177
Benefits	1,552,962	117,985	141,556	142,663	137,270	134,550	136,885	139,463	120,518	120,518	120,518	120,518	120,518	-	1,552,962
Books & Supplies	892,108	74,668	33,528	89,897	48,168	46,333	21,943	19,178	74,342	74,342	74,342	74,342	74,342	186,682	892,108
Services & Operations	1,378,225	96,422	110,942	115,282	108,345	234,551	190,733	179,792	160,000	120,000	100,000	50,000	40,000	(127,843)	1,378,225
Capital Outlay	3,519	-	-	-	-	-	-	-	-	-	-	-	3,519	-	3,519
Other Outgo	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	7,903,967	423,623	673,688	756,601	676,795	796,454	730,361	719,121	749,884	709,884	673,627	592,739	419,459	(18,271)	7,903,967
OTHER CASH INFLOWS/OUTFLOWS															
Accounts Receivable (net change)		763,668	897,094	10,592	29,565	-	6,355	6,476	-	-	-	-	-	-	1,713,749
Net Change in Payables		(166,077)	48,448	85,980	158,820	84,127	106,346	129,467	-	-	-	-	-	-	447,111
Fixed Asset Acquisitions		(109,354)	(208,145)	(33,381)	-	-	-	(114,121)	-	(175,000)	-	-	3,519	-	(636,482)
Other Inflows/(Outflows)		-	-	-	-	-	-	-	-	-	-	-	-	-	-
NET INFLOWS/OUTFLOWS	488,237	737,397	63,191	188,385	84,127	112,701	21,822	-	(175,000)	-	-	-	3,519	-	-
ENDING CASH BALANCE	4,991,245	5,294,920	5,439,438	5,143,157	4,888,337	5,672,916	5,655,757	5,555,340	5,497,102	5,413,840	5,411,466	5,623,872			
Days Cash On Hand		231	245	251	238	226	262	261	257	254	250	250	260		

**Connecting Waters East Bay
2025-26 Second Interim Budget
2026-27 Cash Flow**

Description	2026-27 Budget	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	Total For Year
BEGINNING CASH		5,623,872	5,615,405	5,186,033	5,283,846	4,769,260	4,447,121	5,147,702	5,115,435	5,026,455	5,147,204	5,079,411	5,089,432		
CASH INFLOWS															
REVENUES															
LCFF State Aid	4,175,406	-	216,130	605,165	-	389,035	389,035	389,035	375,787	375,787	375,787	375,787	375,787	308,072	4,175,406
Education Protection Account	104,046	-	-	-	-	-	-	26,943	-	38,551	-	-	38,551	-	104,046
Prior Year Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-Lieu-Of Property Taxes	2,285,216	-	-	200,111	-	-	994,173	189,367	144,071	252,498	126,249	126,249	126,249	126,249	2,285,216
Other Federal Revenues	84,392	-	-	-	23,548	-	-	-	7,033	7,033	7,033	7,033	7,033	-	58,712
Other State Revenues	964,053	-	28,445	32,871	133,285	70,712	43,041	77,847	110,928	136,706	77,847	77,847	77,847	96,675	964,053
Local Revenues	52,500	-	-	1,551	1,551	1,551	1,551	2,366	8,786	8,786	8,786	8,786	8,786	-	52,500
TOTAL REVENUES	7,665,612	-	244,575	839,699	158,384	461,299	1,427,802	685,558	646,604	819,360	595,701	595,701	634,253	530,996	7,639,932
EXPENDITURES															
Certificated Salaries	3,367,575	110,546	340,898	363,828	337,528	334,952	336,111	332,610	332,610	332,610	315,980	284,382	113,753	(168,233)	3,367,575
Classified Salaries	843,930	28,465	58,488	57,072	57,030	57,597	56,145	59,701	75,110	75,110	75,110	75,110	75,110	93,881	843,930
Benefits	1,617,854	122,915	147,471	148,624	143,006	140,172	142,604	145,290	125,554	125,554	125,554	125,554	125,554	-	1,617,854
Books & Supplies	653,027	54,657	24,543	65,805	35,259	33,916	16,062	14,038	54,419	54,419	54,419	54,419	54,419	136,652	653,027
Services & Operations	1,273,921	89,125	102,546	106,557	100,146	216,801	176,298	166,185	147,891	110,918	92,432	46,216	36,973	(118,167)	1,273,921
Capital Outlay	3,519	-	-	-	-	-	-	-	-	-	-	-	3,519	-	3,519
Other Outgo	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	7,759,827	405,709	673,947	741,887	672,971	783,438	727,220	717,825	735,584	698,611	663,494	585,680	409,327	(55,866)	7,759,827
OTHER CASH INFLOWS/OUTFLOWS															
Accounts Receivable (net change)		415,513	-	-	-	-	-	-	-	-	-	-	-	-	415,513
Net Change in Payables		(18,271)	-	-	-	-	-	-	-	-	-	-	-	-	(18,271)
Fixed Asset Acquisitions		-	-	-	-	-	-	-	-	-	-	-	2,083	-	2,083
Other Inflows/(Outflows)		-	-	-	-	-	-	-	-	-	-	-	-	-	-
NET INFLOWS/OUTFLOWS		397,242	-	2,083	-	-									
ENDING CASH BALANCE		5,615,405	5,186,033	5,283,846	4,769,260	4,447,121	5,147,702	5,115,435	5,026,455	5,147,204	5,079,411	5,089,432	5,316,440		
Days Cash On Hand		259	240	244	220	205	238	236	232	238	235	235	246		

**Connecting Waters East Bay
2025-26 Second Interim Budget
2027-28 Cash Flow**

Description	2027-28 Budget	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	Total For Year
BEGINNING CASH		5,316,440	5,331,761	4,890,731	5,002,732	4,448,530	4,117,092	4,828,747	4,791,124	4,690,200	4,798,538	4,725,292	4,732,079		
CASH INFLOWS															
REVENUES															
LCFF State Aid	4,447,974	-	230,239	644,670	-	414,432	414,432	414,432	400,318	400,318	400,318	400,318	400,318	328,182	4,447,974
Education Protection Account	105,606	-	-	-	-	-	-	27,347	-	39,129	-	-	39,129	-	105,606
Prior Year Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-Lieu-Of Property Taxes	2,319,495	-	-	203,113	-	-	1,009,086	192,207	146,232	256,286	128,143	128,143	128,143	128,143	2,319,495
Other Federal Revenues	88,131	-	-	-	24,592	-	-	-	7,344	7,344	7,344	7,344	7,344	-	61,313
Other State Revenues	826,094	-	24,374	28,167	114,211	60,593	36,882	66,707	95,054	117,143	66,707	66,707	66,707	82,840	826,094
Local Revenues	52,500	-	-	1,551	1,551	1,551	1,551	2,366	8,786	8,786	8,786	8,786	8,786	-	52,500
TOTAL REVENUES	7,839,800	-	254,613	877,502	140,354	476,576	1,461,951	703,059	657,734	829,006	611,298	611,298	650,427	539,166	7,812,982
EXPENDITURES															
Certificated Salaries	3,468,603	113,863	351,125	374,743	347,654	345,001	346,194	342,588	342,588	342,588	325,459	292,913	117,165	(173,280)	3,468,603
Classified Salaries	869,248	29,319	60,243	58,785	58,741	59,325	57,829	61,492	77,363	77,363	77,363	77,363	77,363	96,698	869,248
Benefits	1,686,232	128,110	153,704	154,906	149,051	146,097	148,632	151,431	130,860	130,860	130,860	130,860	130,860	-	1,686,232
Books & Supplies	670,659	56,133	25,205	67,582	36,211	34,831	16,496	14,417	55,888	55,888	55,888	55,888	55,888	140,342	670,659
Services & Operations	1,308,940	91,575	105,365	109,486	102,899	222,760	181,145	170,753	151,957	113,967	94,973	47,486	37,989	(121,416)	1,308,940
Capital Outlay	3,519	-	-	-	-	-	-	-	-	-	-	-	3,519	-	3,519
Other Outgo	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	8,007,201	419,000	695,643	765,501	694,556	808,014	750,295	740,682	758,657	720,668	684,544	604,511	422,785	(57,656)	8,007,201
OTHER CASH INFLOWS/OUTFLOWS															
Accounts Receivable (net change)		434,321	-	-	-	-	-	-	-	-	-	-	-	-	434,321
Net Change in Payables		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fixed Asset Acquisitions		-	-	-	-	-	-	-	-	-	-	-	2,083	-	2,083
Other Inflows/(Outflows)		-	-	-	-	-	-	-	-	-	-	-	-	-	-
NET INFLOWS/OUTFLOWS		434,321	-	2,083	-										
ENDING CASH BALANCE		5,331,761	4,890,731	5,002,732	4,448,530	4,117,092	4,828,747	4,791,124	4,690,200	4,798,538	4,725,292	4,732,079	4,961,803		
Days Cash On Hand		246	226	231	206	190	223	221	217	222	218	219	229		

Coversheet

Approval of the Second Interim Budget for Connecting Waters Charter School, Central Valley

Section: V. Items Scheduled for Consideration and/or Action
Item: C. Approval of the Second Interim Budget for Connecting Waters Charter School, Central Valley
Purpose: Vote
Submitted by:
Related Material: CWCV FY2025-2026 Second Interim Budget v2 1.5 percent.pdf

BACKGROUND:

The Second Interim Budget Report provides a financial update reflecting actual revenues and expenditures



Connecting Waters Central Valley

2025-26 Second Interim Budget



Connecting Waters Central Valley 2025-26 Second Interim Budget - Summary Analysis



SUMMARY OF RESULTS

This Second Interim Budget projects a budget deficit of (\$119,961).

This is a decrease of (\$424,091) from the prior First Interim Budget projected surplus of \$304,129 and is caused primarily by reduced revenue due to lower than anticipated ADA as well as an adjustment to projected interest income.

A credit has been applied to Salaries and Benefits for EU Encumbrances.

This will allow Connecting Waters Central Valley to end this fiscal year with a fund balance of \$9,414,190, which is 81.1% of annual expenditures.

CASH FLOW

Operating cash flow is projected to remain positive throughout the next three fiscal years, as shown in the attached monthly cash flow schedule.

The lowest projected ending cash balance this coming fiscal year is \$3,664,489, which represents 118 days of operating costs on average.

The June 30 ending cash balance this coming fiscal year is projected to be \$4,498,118, which represents 145 days of average operating costs.

This cash flow takes into account all currently projected impacts on cash known at the time of this budget approval.

SIGNIFICANT CHANGES IN REVENUE (Total Change from Prior = decrease of (\$444,850), or -3.7% of prior revenues)

LCFF Entitlement: These "Local Control Funding Formula" revenues are the primary funding source for the school.

LCFF Entitlement projected revenues are (\$332,753) lower than at First Interim Budget due to decreased enrollment.

Federal Revenues: This consists of federal special education (IDEA) grants.

Federal Revenues are projected at \$0 lower than at First Interim Budget.

Other State Revenues: These are the non-LCFF state revenues such as Lottery, ELOP, and one-time block grants such as LREBG and SSPDDBG.

Other State Revenues are projected at (\$8,497) lower than at FY25-26 First Budget due to decreased ADA projections.

All current one-time funding will be used by end of FY25-26 - this results in significant reductions in out-going years on Other State Revenues.

Other Local Revenues: This category includes any non-LCFF local revenue sources.

Other Local Revenues are projected at (\$103,600) lower than at FY25-26 First Interim Budget due to a revised projection of interest income.

This change reflects a later implementation date for a sweep account and lowered interest rates.

SIGNIFICANT CHANGES IN EXPENSES (Total Change from Prior = decrease of (\$20,759), or -0.2% of prior expenses)

Salaries and Benefits: This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.

Salaries and Benefits costs are (\$17,690) lower than at First Interim Budget, reflecting current staffing levels.

Books & Supplies: This category includes textbooks, computers, supplies, and other instructional and non-instructional materials and equipment.

Books & Supplies costs are projected at (\$13,400) lower than at First Interim Budget due to reflect current expenditure trend.

Services & Operating Expenses: These include all contracted services as well as travel, insurance, rent, legal costs, and other service-related expenses.

Services & Operating costs are projected to be \$10,331 higher than at First Interim Budget due primarily to increased Dues & Membership fees.

Depreciation, Capital Outlay, and Other Outgo: This category includes depreciation on fixed assets and interest on long-term debt.

These costs are projected at \$0 lower than at First Interim Budget, reflecting stable depreciation and interest expense projections.

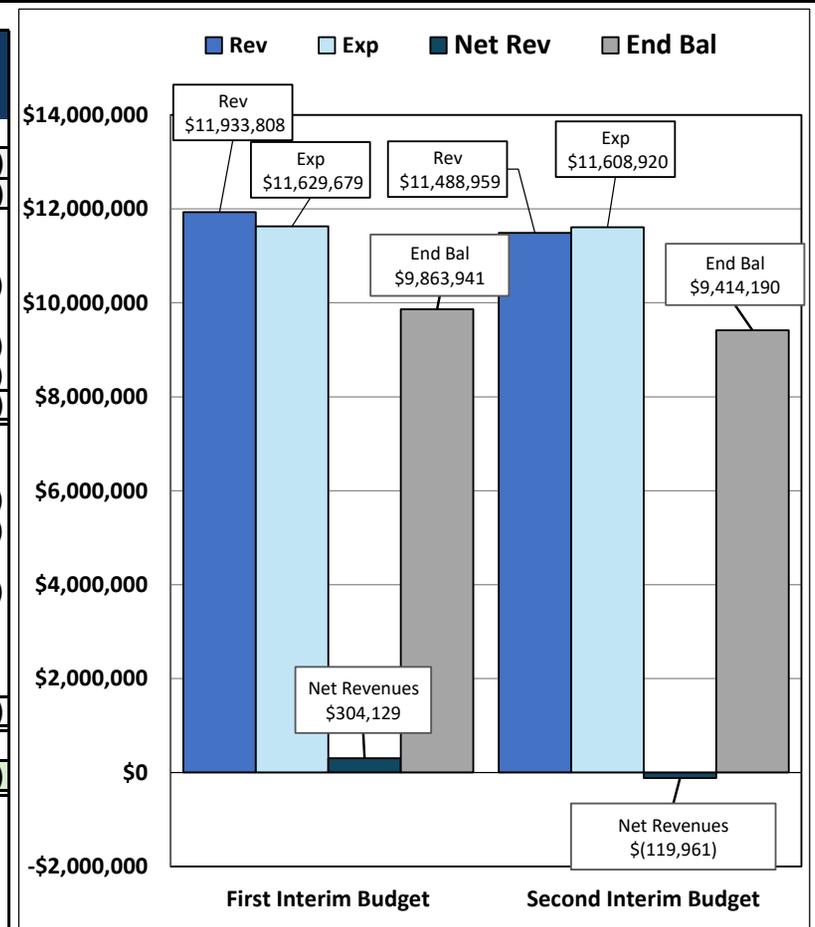
SB740 Non-Classroom Funding Determination:

The FY2025-26 Second Interim Budget projects that SB740 compliance will be 58.7% for Certificated Expenditures and 90.8% for Instructional Expenditures.

This meets the requirements for 100% funding: a minimum of 40% in Certificated Expenditures and 80% in Instructional Expenditures.

**Connecting Waters Central Valley
2025-26 Second Interim Budget
BUDGET SUMMARY**

	First Interim Budget	Actuals through 1/31/2026	Second Interim Budget	Change
	765	-	739	(26)
	757.35	-	731.61	(25.74)
Revenues:				
General Purpose Entitlement	\$ 9,688,255	\$ 4,308,115	\$ 9,355,503	\$ (332,753)
Federal Revenue	120,823	34,202	120,823	-
Other State Revenue	1,992,131	716,635	1,983,633	(8,497)
Other Local Revenue	132,600	9,950	29,000	(103,600)
TTL Revenues	\$ 11,933,808	\$ 5,068,901	\$ 11,488,959	\$ (444,850)
Expenditures:				
Certificated Salaries	\$ 5,144,856	\$ 3,138,980	\$ 5,129,398	\$ (15,458)
Non-Certificated Salaries	1,129,800	527,229	1,127,022	(2,778)
Benefits	2,395,371	1,306,380	2,395,917	546
Books/Supplies/Materials	997,009	468,119	983,609	(13,400)
Services/Operations	1,525,882	1,042,367	1,536,213	10,331
Capital Outlay	313,438	-	313,438	-
Other Outgo	123,323	65,276	123,323	-
TTL Expenditures	\$ 11,629,679	\$ 6,548,352	\$ 11,608,920	\$ (20,759)
Net Revenues	\$ 304,129	\$ (1,479,450)	\$ (119,961)	\$ (424,091)
Beginning Balance July 1	\$ 9,559,812		\$ 9,534,151	
Ending Balance June 30	\$ 9,863,941		\$ 9,414,190	
Ending Balance as % of Exp:	84.8%		81.1%	



**Connecting Waters Central Valley
2025-26 Second Interim Budget
Budget Detail & Prior Budget Comparison**

Description	First Interim Budget	Actuals through 1/31/2026	25-26 Second Interim Budget	Budget Change	Percent Spent	Comments
Enrollment (CALPADS)	765		739	(26)		
Average Daily Attendance (P-2)	757.35		731.61	(25.74)		
REVENUES						
General Purpose Entitlement						
8011 LCFF General Entitlement	8,441,195	3,881,904	8,150,826	(290,369)	48%	
8012 EPA Entitlement	151,470	75,715	146,322	(5,148)	52%	
8019 Prior Year Unrestricted Revenue	-	-	-	-	0%	
8096 In-Lieu-Of Property Taxes	1,095,590	350,496	1,058,355	(37,236)	33%	
TTL General Purpose Entitlement	9,688,255	4,308,115	9,355,503	(332,753)	46%	
Federal Revenue						
8181 Federal IDEA SpEd Revenue	112,520	34,202	112,520	-	30%	
8182 SpEd - Discretionary Grants	8,303	-	8,303	-	0%	
8290 Other Federal Revenue	-	-	-	-	0%	
TTL Federal Revenue	120,823	34,202	120,823	-	28%	
Other State Revenue						
8311 AB602 State SpEd Revenue	685,646	314,644	685,646	-	46%	
8550 Mandated Cost Reimbursements	22,974	23,965	23,965	991	100%	
8560 State Lottery Revenue	215,155	62,467	207,843	(7,312)	30%	
8590 Other State Revenue	1,068,355	315,559	1,066,180	(2,176)	30%	
TTL Other State Revenue	1,992,131	716,635	1,983,633	(8,497)	36%	
Other Local Revenue						
8660 Interest Income	132,000	5,924	25,000	(107,000)	24%	
8699 Other Revenue	600	4,025	4,000	3,400	101%	
8791 Apportionment Transfer	-	-	-	-	0%	
TTL Other Local Revenue	132,600	9,950	29,000	(103,600)	34%	
TTL REVENUES	11,933,808	5,068,901	11,488,959	(444,850)		

All revenues updated to reflect change in ADA &

**Connecting Waters Central Valley
2025-26 Second Interim Budget
Budget Detail & Prior Budget Comparison**

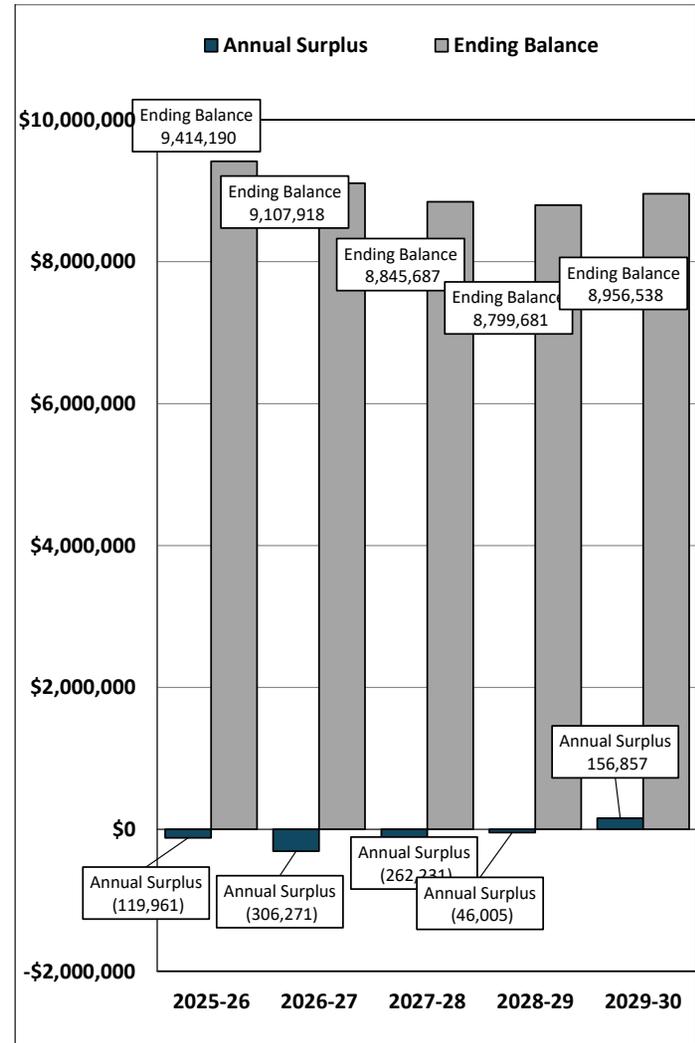
Description	First Interim Budget	Actuals through 1/31/2026	25-26 Second Interim Budget	Budget Change	Percent Spent	Comments
EXPENDITURES						UPP% Projections for P2.
1000 - Certificated Salaries						
1100 Teacher Compensation	3,653,013	2,268,624	3,623,375	(29,638)	63%	EU Encumbrance Credit applied
1150 Teacher Stipends/Extra Duty	184,758	160,004	184,758	-	87%	
1160 Electives Teachers	72,255	10,120	72,255	-	14%	
1200 Student Support	518,226	224,091	531,814	13,587	42%	
1250 Support Stipends/Extra Duty	5,503	949	9,573	4,070	10%	
1300 Certificated Administrators	695,374	471,734	691,181	(4,193)	68%	
1350 Administrator Stipends/Extra Duty	14,770	3,458	15,486	716	22%	
1370 Administrators Health Care In Lieu	956	-	956	-	0%	
TTL Certificated Salaries	5,144,856	3,138,980	5,129,398	(15,458)	61%	Budget aligned to actuals trend.
2000 - Non - Certificated Salaries						
2100 Instructional Aides	145,249	8,249	120,562	(24,687)	7%	
2150 Instructional Aides Stipends	1,967	244	1,967	-	12%	
2160 Electives Instructional Aides	122,475	15,982	125,260	2,786	13%	
2300 Classified Administrators	2,278	4,497	5,278	3,000	85%	
2400 Clerical & Technical Staff	855,366	481,335	842,441	(12,925)	57%	
2450 Clerical & Technical Stipends	2,464	288	2,464	-	12%	
2900 Other Classified Positions	-	16,635	17,500	17,500	95%	
TTL Non - Certificated Salaries	1,129,800	527,229	1,127,022	(2,778)	47%	Budget aligned to actuals trend.
3000 - Employee Benefits						
3101 STRS	982,667	584,359	979,715	(2,953)	60%	
3102 STRS Classified	-	-	-	-	0%	
3201 PERS	-	-	-	-	0%	
3202 PERS	302,899	147,424	302,155	(745)	49%	
3211 Voluntary Retirement Certificated	-	-	-	-	0%	
3212 Voluntary Retirement Classified	-	-	-	-	0%	
3301 OASDI/Medicare Exp	161,031	85,445	160,594	(437)	53%	
3302 OASDI/Medicare (CLASS)	-	-	-	-	0%	
3401 Health Care Certificated	648,259	327,336	653,270	5,012	50%	
3402 Health Care Classified	233,124	113,059	232,990	(134)	49%	
3405 Claims Reimbursement	-	-	-	-	0%	
3411 HC Benefit Adjustments Certificated	-	-	-	-	0%	
3412 HC Benefit Adjustments Classified	-	-	-	-	0%	
3501 Unemployment Insurance	3,138	1,816	3,128	(10)	58%	
3502 Unemployment Insurance Classified	-	-	-	-	0%	
3601 Workers' Comp Certificated	52,683	40,294	52,525	(158)	77%	
3602 Workers' Comp Classified	11,569	6,646	11,541	(28)	58%	
TTL Employee Benefits	2,395,371	1,306,380	2,395,917	546	55%	Budget aligned to actuals trend.
4000 - Books/Supplies/Materials						
4310 Materials & Supplies	631,010	363,370	631,010	-	58%	
4320 Office Supplies	43,724	40,238	43,724	-	92%	
4330 Meals & Events	4,724	6,264	6,324	1,600	99%	Budget aligned to actuals trend.
4390 Other Supplies	-	-	-	-	0%	
4400 Non-Capitalized Equipment	290,531	51,482	290,531	-	18%	
4700 School Nutrition Program	27,020	6,755	12,020	(15,000)	56%	Budget aligned to actuals trend.
TTL Books/Supplies/Materials	997,009	468,119	983,609	(13,400)	48%	

**Connecting Waters Central Valley
2025-26 Second Interim Budget
Budget Detail & Prior Budget Comparison**

Description	First Interim Budget	Actuals through 1/31/2026	25-26 Second Interim Budget	Budget Change	Percent Spent	Comments
5000 - Services & Operations						
5200 Travel & Conferences	35,866	58,546	35,866	-	163%	
5210 Mileage Reimbursements	41,641	24,571	41,641	-	59%	
5300 Dues & Memberships	13,953	22,048	23,953	10,000	92%	Budget aligned to actuals (APLUS, CCSA, BoardOnTrack, WASC)
5400 Insurance	53,052	44,974	53,052	-	85%	
5500 Operations & Housekeeping	61,399	37,805	61,399	-	62%	
5510 Utilities (General)	42,595	16,737	42,595	-	39%	
5515 Utilities (Gas)	15,575	8,266	15,575	-	53%	
5516 Utilities (Electric)	23,963	10,106	23,963	-	42%	
5517 Utilities (Garbage)	6,966	4,619	6,966	-	66%	
5518 Utilities (Sewer)	-	-	-	-	0%	
5519 Utilities (Water)	14,515	10,893	14,515	-	75%	
5610 Facility Rents & Leases	-	-	-	-	0%	
5611 Lease Interest Expense	-	-	-	-	0%	
5620 Equipment Leases	2,169	1,501	2,169	-	69%	
5630 Maintenance & Repair	108,439	28,955	108,439	-	27%	
5800 Professional Services - Non-instructional	145,846	94,422	145,846	-	65%	
5810 Legal	41,788	21,590	41,788	-	52%	
5820 Audit & CPA	10,292	7,560	10,292	-	73%	
5825 DMS Business Services	250,610	146,619	241,268	(9,342)	61%	Budget aligned to actuals trend.
5830 Non-Instructional Software Licenses/Fees	58,396	23,705	58,396	-	41%	
5840 Advertising & Recruitment	2,841	947	2,841	-	33%	
5850 Oversight Fees	96,883	-	93,555	(3,328)	0%	Budget aligned to actuals trend.
5860 Service Fees	3,649	1,370	3,649	-	38%	
5870 Livescan Fingerprinting	1,028	825	1,028	-	80%	
5880 Instructional Vendors & Consultants	456,720	438,045	456,720	-	96%	
5910 Telephone	5,392	4,618	5,392	-	86%	
5920 Internet	25,871	16,030	25,871	-	62%	
5930 Postage	3,219	2,277	3,219	-	71%	
5940 Technology	3,215	15,340	16,215	13,000	95%	Budget aligned to actuals trend.
TTL Services & Operations	1,525,882	1,042,367	1,536,213	10,331	68%	
6000 - Capital Outlay						
6900 Depreciation	313,438	-	313,438	-	0%	
TTL Capital Outlay	313,438	-	313,438	-	0%	
7000 - Other Outgo						
7438 Interest Expense	123,323	65,276	123,323	-	53%	
TTL Other Outgo	123,323	65,276	123,323	-	53%	
TTL EXPENDITURES	11,629,679	6,548,352	11,608,920	(20,759)		
Revenues less Expenditures	304,129	(1,479,450)	(119,961)	(424,091)		
Beginning Fund Balance	9,559,812		9,534,151			
Net Revenues	304,129		(119,961)			
ENDING BALANCE	9,863,941		9,414,190			
ENDING BALANCE AS % OF OUTGO	84.8%		81.1%			

**Connecting Waters Central Valley
2025-26 Second Interim Budget
Multi-Year Projection Summary**

Description	2025-26	2026-27	2027-28	2028-29	2029-30
Projected Enrollment:	739	750	761	773	784
Projected P-2 ADA:	731.61	742.58	753.72	765.03	776.50
Revenues:					
General Purpose Entitlement	9,355,503	9,720,550	10,137,130	10,632,746	11,131,142
Federal Revenue	120,823	118,240	123,499	129,323	135,181
Other State Revenue	1,983,633	1,234,386	1,185,891	1,230,441	1,275,184
Other Local Revenue	29,000	44,350	44,350	44,350	44,350
TTL Revenues	11,488,959	11,117,526	11,490,871	12,036,860	12,585,857
Expenditures:					
Certificated Salaries	5,129,398	5,250,320	5,407,829	5,570,064	5,737,166
Non-Certificated Salaries	1,127,022	1,207,343	1,243,563	1,280,870	1,319,296
Benefits	2,395,917	2,453,206	2,556,912	2,648,359	2,748,667
Books/Supplies/Materials	983,609	698,899	718,189	739,016	760,448
Services/Operations	1,536,213	1,405,430	1,447,099	1,495,549	1,545,019
Capital Outlay	313,438	313,438	313,438	313,438	313,438
Other Outgo	123,323	95,161	66,072	35,569	4,967
TTL Expenditures	11,608,920	11,423,797	11,753,102	12,082,865	12,429,000
Net Revenues	(119,961)	(306,271)	(262,231)	(46,005)	156,857
Beginning Fund Balance	9,534,151	9,414,190	9,107,918	8,845,687	8,799,681
Net Revenues	(119,961)	(306,271)	(262,231)	(46,005)	156,857
ENDING BALANCE	9,414,190	9,107,918	8,845,687	8,799,681	8,956,538
ENDING BALANCE (% of Outgo)	81.1%	79.7%	75.3%	72.8%	72.1%



**Connecting Waters Central Valley
2025-26 Second Interim Budget
2025-26 Cash Flow**

Description	25-26													Total For Year	
	Second Interim Budget	July	August	September	October	November	December	January	February	March	April	May	June		Accruals
BEGINNING CASH		4,317,543	3,664,489	4,233,904	3,800,528	3,836,867	3,982,363	4,105,191	4,312,370	4,366,253	4,559,252	4,536,385	4,513,518		
CASH INFLOWS															
REVENUES															
LCFF State Aid	8,150,826	-	421,946	421,946	759,503	759,503	759,503	759,503	759,503	701,884	701,884	701,884	701,884	701,884	8,150,826
Education Protection Account	146,322	-	-	-	37,858	-	-	37,857	-	35,304	-	-	35,304	-	146,322
In-Lieu-Of Property Taxes	1,058,355	-	-	-	87,624	-	87,624	175,248	66,724	213,712	106,856	106,856	106,856	106,856	1,058,355
Other Federal Revenues	120,823	-	-	-	34,202	-	-	-	10,069	10,069	10,069	10,069	10,069	36,278	120,823
Other State Revenues	1,983,633	-	52,986	43,870	79,169	259,107	139,867	141,636	200,898	245,557	141,636	141,636	141,636	395,638	1,983,633
Local Revenues	29,000	1,296	1,934	2,341	871	1,068	995	1,443	1,443	1,443	1,443	1,443	1,443	11,835	29,000
TOTAL REVENUES	11,488,959	1,296	476,866	468,157	999,227	1,019,678	987,989	1,115,687	1,038,636	1,207,967	961,887	961,887	997,190	1,252,490	11,488,959
EXPENDITURES															
Certificated Salaries	5,129,398	139,747	510,108	538,192	492,874	493,815	494,034	470,211	466,309	466,309	466,309	466,309	466,309	466,309	5,129,398
Classified Salaries	1,127,022	38,583	80,890	81,332	81,988	80,938	79,197	84,302	93,919	93,919	93,919	93,919	93,919	93,919	1,127,022
Benefits	2,395,917	73,167	205,100	212,036	204,185	202,936	206,109	202,846	214,541	214,541	214,541	214,541	214,541	214,541	2,395,917
Books & Supplies	983,609	136,876	40,693	145,156	61,618	32,278	28,158	23,340	81,967	81,967	81,967	81,967	81,967	81,967	983,609
Services & Operations	1,536,213	93,019	118,872	131,227	115,343	220,187	220,475	143,243	128,018	128,018	128,018	128,018	128,018	128,018	1,536,213
Capital Outlay	313,438	-	-	-	-	-	-	-	-	-	-	-	299,337	14,101	313,438
Other Outgo	123,323	-	-	-	33,318	-	-	31,958	-	30,215	-	-	27,837	(4)	123,323
TOTAL EXPENSES	11,608,920	481,392	955,663	1,107,943	989,326	1,030,154	1,027,973	955,899	984,754	1,014,968	984,754	984,754	1,311,927	(220,588)	11,608,920
OTHER CASH INFLOWS/OUTFLOWS															
Accounts Receivable (net change)		277,116	951,714	56,012	41,785	-	-	19,480	-	-	-	-	-	-	1,346,107
Net Change in Payables		(450,074)	96,498	150,398	166,217	155,972	162,812	397,009	-	-	-	-	-	-	678,831
Fixed Asset Acquisitions		-	-	-	-	-	-	-	-	-	-	-	299,337	-	299,337
Other Inflows/(Outflows)		-	-	-	(181,564)	-	-	(182,924)	-	-	-	-	-	-	(364,487)
NET INFLOWS/OUTFLOWS		(172,958)	1,048,212	206,409	26,438	155,972	162,812	233,565	-	-	-	-	299,337	-	-
ENDING CASH BALANCE		3,664,489	4,233,904	3,800,528	3,836,867	3,982,363	4,105,191	4,498,544	4,366,253	4,559,252	4,536,385	4,513,518	4,498,118		
Days Cash On Hand		118	137	123	124	129	133	145	141	147	147	146	145		

**Connecting Waters Central Valley
2025-26 Second Interim Budget
2026-27 Cash Flow**

Description	2026-27 Budget	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	Total For Year
BEGINNING CASH		4,498,118	4,646,606	4,165,986	3,558,465	3,585,326	3,515,704	3,461,764	3,608,651	3,632,341	3,785,460	3,752,934	3,720,408		
CASH INFLOWS															
REVENUES															
LCFF State Aid	8,497,803	-	439,908	439,908	791,835	791,835	791,835	791,835	791,835	731,763	731,763	731,763	731,763	731,763	8,497,803
Education Protection Account	148,517	-	-	-	38,426	-	-	38,425	-	35,833	-	-	35,833	-	148,517
In-Lieu-Of Property Taxes	1,074,230	-	-	-	88,938	-	88,938	177,877	67,725	216,917	108,459	108,459	108,459	108,459	1,074,230
Other Federal Revenues	118,240	-	-	-	33,471	-	-	-	9,853	9,853	9,853	9,853	9,853	-	82,738
Other State Revenues	1,234,386	-	32,972	27,300	49,266	161,238	87,037	88,138	125,016	152,806	88,138	88,138	88,138	246,199	1,234,386
Local Revenues	44,350	1,983	2,958	3,581	1,333	1,633	1,522	2,207	2,207	2,207	2,207	2,207	2,207	18,099	44,350
TOTAL REVENUES	11,117,526	1,983	475,839	470,788	1,003,268	954,706	969,332	1,098,481	996,635	1,149,380	940,419	940,419	976,252	1,104,520	11,082,023
EXPENDITURES															
Certificated Salaries	5,250,320	143,042	522,133	550,880	504,493	505,456	505,680	481,296	477,302	477,302	477,302	477,302	477,302	(349,169)	5,250,320
Classified Salaries	1,207,343	41,333	86,655	87,129	87,831	86,706	84,841	90,310	100,612	100,612	100,612	100,612	100,612	139,479	1,207,343
Benefits	2,453,206	74,916	210,004	217,106	209,068	207,789	211,038	207,696	219,671	219,671	219,671	219,671	219,671	17,235	2,453,206
Books & Supplies	698,899	97,257	28,914	103,140	43,782	22,935	20,008	16,584	58,242	58,242	58,242	58,242	58,242	75,071	698,899
Services & Operations	1,405,430	85,100	108,752	120,055	105,523	201,442	201,706	131,048	117,119	117,119	117,119	117,119	117,119	(133,793)	1,405,430
Capital Outlay	313,438	-	-	-	-	-	-	-	-	-	-	-	299,337	14,101	313,438
Other Outgo	95,161	-	-	-	25,710	-	-	24,660	-	23,315	-	-	21,480	(3)	95,161
TOTAL EXPENSES	11,423,797	441,647	956,459	1,078,309	976,407	1,024,328	1,023,272	951,594	972,945	996,260	972,945	972,945	1,293,762	(237,078)	11,423,797
OTHER CASH INFLOWS/OUTFLOWS															
Accounts Receivable (net change)		808,740	-	-	-	-	-	-	-	-	-	-	-	-	808,740
Net Change in Payables		(220,588)	-	-	-	-	-	-	-	-	-	-	-	-	(220,588)
Fixed Asset Acquisitions		-	-	-	-	-	-	-	-	-	-	-	299,337	-	299,337
Other Inflows/(Outflows)		-	-	-	-	-	-	-	-	-	-	-	-	-	-
NET INFLOWS/OUTFLOWS		588,152	-	299,337	-	-									
ENDING CASH BALANCE		4,646,606	4,165,986	3,558,465	3,585,326	3,515,704	3,461,764	3,608,651	3,632,341	3,785,460	3,752,934	3,720,408	3,702,235		
Days Cash On Hand		150	135	115	116	114	112	117	117	122	121	120	120		

**Connecting Waters Central Valley
2025-26 Second Interim Budget
2027-28 Cash Flow**

Description	2027-28 Budget	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	Total For Year
BEGINNING CASH		3,702,235	4,088,886	3,596,423	2,973,721	3,016,068	2,944,066	2,891,980	3,053,024	3,078,661	3,239,724	3,208,390	3,177,056		
CASH INFLOWS															
REVENUES															
LCFF State Aid	8,896,042	-	460,524	460,524	828,943	828,943	828,943	828,943	828,943	766,056	766,056	766,056	766,056	766,056	8,896,042
Education Protection Account	150,745	-	-	-	39,002	-	-	39,001	-	36,371	-	-	36,371	-	150,745
In-Lieu-Of Property Taxes	1,090,343	-	-	-	90,272	-	90,272	180,545	68,741	220,171	110,086	110,086	110,086	110,086	1,090,343
Other Federal Revenues	123,499	-	-	-	34,960	-	-	-	10,292	10,292	10,292	10,292	10,292	-	86,418
Other State Revenues	1,185,891	-	31,677	26,227	47,330	154,904	83,618	84,675	120,104	146,803	84,675	84,675	84,675	236,527	1,185,891
Local Revenues	44,350	1,983	2,958	3,581	1,333	1,633	1,522	2,207	2,207	2,207	2,207	2,207	2,207	18,099	44,350
TOTAL REVENUES	11,490,871	1,983	495,159	490,332	1,041,840	985,480	1,004,355	1,135,371	1,030,286	1,181,899	973,315	973,315	1,009,686	1,130,767	11,453,789
EXPENDITURES															
Certificated Salaries	5,407,829	147,333	537,797	567,406	519,628	520,620	520,850	495,735	491,621	491,621	491,621	491,621	491,621	(359,644)	5,407,829
Classified Salaries	1,243,563	42,573	89,254	89,742	90,466	89,308	87,386	93,019	103,630	103,630	103,630	103,630	103,630	143,664	1,243,563
Benefits	2,556,912	78,083	218,882	226,284	217,906	216,573	219,959	216,476	228,957	228,957	228,957	228,957	228,957	17,963	2,556,912
Books & Supplies	718,189	99,941	29,712	105,987	44,991	23,568	20,560	17,042	59,849	59,849	59,849	59,849	59,849	77,143	718,189
Services & Operations	1,447,099	87,623	111,977	123,614	108,652	207,415	207,686	134,934	120,592	120,592	120,592	120,592	120,592	(137,759)	1,447,099
Capital Outlay	313,438	-	-	-	-	-	-	-	-	-	-	-	299,337	14,101	313,438
Other Outgo	66,072	-	-	-	17,850	-	-	17,122	-	16,188	-	-	14,914	(2)	66,072
TOTAL EXPENSES	11,753,102	455,553	987,622	1,113,034	999,493	1,057,482	1,056,442	974,327	1,004,649	1,020,837	1,004,649	1,004,649	1,318,900	(244,534)	11,753,102
OTHER CASH INFLOWS/OUTFLOWS															
Accounts Receivable (net change)		840,221	-	-	-	-	-	-	-	-	-	-	-	-	840,221
Net Change in Payables		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fixed Asset Acquisitions		-	-	-	-	-	-	-	-	-	-	-	299,337	-	299,337
Other Inflows/(Outflows)		-	-	-	-	-	-	-	-	-	-	-	-	-	-
NET INFLOWS/OUTFLOWS		840,221	-	299,337	-	-									
ENDING CASH BALANCE		4,088,886	3,596,423	2,973,721	3,016,068	2,944,066	2,891,980	3,053,024	3,078,661	3,239,724	3,208,390	3,177,056	3,167,179		
Days Cash On Hand		132	116	96	97	95	93	99	99	105	104	103	102		

Coversheet

Approval of the Charter Impact Contract 2026-2029

Section: V. Items Scheduled for Consideration and/or Action
Item: D. Approval of the Charter Impact Contract 2026-2029
Purpose: Vote
Submitted by:
Related Material:
CI+Contract+FY26-29+-+Connecting+Waters+++Procurify+-+112025 YMC RL (4926-8269-6323.v2) - signed.pdf

BACKGROUND:

The Contract from Charter Impact for Back Office services dated 2026-2029



CHARTER IMPACT, LLC

BOOKKEEPING AND ACCOUNTING SERVICES AGREEMENT

This agreement (the “Agreement”) is entered into as of December 19, 2025 (the “Effective Date”) by and between Charter Impact, LLC (“CI”), and Connecting Waters Charter Schools (“Client”).

ARTICLE 1. DUTIES AND RESPONSIBILITIES

Section 1.01. CI, a provider of business management and accounting services, will provide accounting, budgeting, compliance, strategic planning, documentation, deliverables, and other related services necessary to fulfill Client's business management and accounting requirements, as more particularly described in Exhibit A, B and C attached hereto and incorporated herein by this reference (the “Services”).

Section 1.02. Client will provide CI with the compensation and business expense reimbursement specified in Article 3 of this Agreement.

ARTICLE 2. TERM OF AGREEMENT

Section 2.01. Client will retain CI to work as a consultant for Client in the field of business management, accounting and consulting, beginning July 1, 2026, and ending June 30, 2029. CI accepts this engagement. CI will use CI's best efforts to accomplish the technical and commercial goals identified by Client during the term of this Agreement. Client acknowledges that CI may have other confidentiality commitments. Client will not require CI to perform tasks which might reasonably result in CI's breach of any confidentiality commitment, and CI shall inform Client in writing if any requested task from Client might reasonably result in CI's breach of a confidentiality commitment.

Section 2.02. This Agreement will be renewed automatically for succeeding terms of one year each, unless either party gives notice to the other at least sixty (60) days before the expiration of any term of his or her or its intention not to renew.



ARTICLE 3. COMPENSATION AND EXPENSES

Section 3.01. Fees.

Business Management Services: For services in Exhibit A, the Client will pay CI a fee equal to 1.75% of revenue as calculated based on each reporting unit (i.e. charter school, department, location, central office and any other additional reporting units which may be added at the discretion of the Client).

Payroll Processing: For services in Exhibit B, the Client will pay CI a fee of \$25 per Client employee per month.

Student Data Services: For student data services in Exhibit C, Client will pay CI a fixed fee of \$37.50 per pupil, per year.

Procurement Solution: For procurement services in the Procurify scope of work attached as Exhibit E, Client will pay CI for software, implementation, and miscellaneous fees incurred. Annual Procurify fees of \$76,626 will be credited up to \$50,000 per year for the duration of the contract. Annual Procurify fees (net of Charter Impact credit) are estimated at \$26,626 for the initial contract term.

Rush Check Processing (optional): Upon special request of Client, emergency checks can be processed on a same-day basis in addition to the regular weekly cycle described in Exhibit A, Section 2C. For these rare occasions, an expedited processing fee of \$75 per check will be charged in addition to the reimbursement for shipping charges noted in Section 3.02 below.

Other Services: For other services requested by Client outside of the items included in Exhibit A, B, C, or E, the Client will pay CI a fee based on CI's standard hourly rates as listed in Exhibit D.

One-Time Implementation Fee: A one-time implementation fee of \$10,000 will be waived in the interest of building a long-term partnership.

Section 3.02. Expenses. In addition to the compensation specified in Section 3.01, CI will be paid for actual reasonable out-of-pocket expenses incurred in providing the Services, including mileage reimbursement for Client-requested meeting attendance. Reimbursement of aggregate monthly expenses will not exceed \$500, without written approved by Client before being incurred, unless Client elects to reimburse CI after the fact.

Section 3.03. Invoicing. CI will invoice Client on a monthly basis for Business Management, Payroll, Student Data Services and Procurement Solution starting July 1st, 2026 and CI will automatically update the amount based on 1/12th of the Client's projected annual revenue pursuant to the percentage based fee in Section 3.01. Other Services and expenses pursuant to sections 3.01 and 3.02 above will be billed monthly based on the actual time and expenses incurred during the preceding month. CI will



automatically prepare a check from Client on the invoice date for payment from Client once Client approves the payment. Payment for all undisputed services and expenses is due upon presentation of invoices. In the event that Client is overcharged due to actual Client revenues coming in lower than projections, CI will automatically credit the next school business management services invoice(s). At the school's request, in the alternative, CI will repay the Client within ten (10) business days following the Client's request. Any audit findings leading to repayment of Client revenues in the same or future fiscal years or reduction of apportionment in the same or future fiscal years shall result in a corresponding reduction in Client fees and a refund of one and three quarters percent of these repayments or reductions to the Client within ten (10) business days.

Section 3.04. Right to Suspend Performance. In the event of default or delay in payment greater than thirty (30) days from the date of the invoice, CI reserves the right to suspend part or all of its performance of duties under this contract until all amounts for Services and Expenses are paid in full. In the event Client disputes all or any portion of an invoice, Client shall notify CI within fifteen (15) days of receipt of the invoice; and initiate the dispute resolution process under Section 15 hereof, but shall pay the invoice in full, pending the outcome of such process. If Client disputes all or any portion of an invoice and initiates the dispute resolution process under Section 15 hereof, CI will not suspend part or all of its performance while the dispute is ongoing.

Section 3.05. Late Payments. Payments made after the payment terms are subject to a late payment penalty equal to an annual rate of seven percent (7%).

Section 3.06. Price Changes. The prices and related charges for the Services are subject to increase upon renewal of this Agreement. CI reserves the right to immediately pass through increases in costs incurred from third parties, e.g., vendors, subcontractors and licensors, to the extent such services and supplies are identified in Exhibit A, B, C and E but shall give Client immediate notice of said increases and Client may direct CI to end its use of said third party services in providing the Services to Client. In addition, CI will give Client not less than thirty (30) days prior written notice of any price increases for Services.

Section 3.07. Document Subpoenas and Testimony. CI fees for this engagement do not cover our charges for any subpoena or other discovery request we receive for documents, information or testimony (in court, before an arbitrator or arbitration panel, or in deposition) related to the Services, in proceedings to which we are not a party. CI will invoice Client separately for our time and expenses incurred in connection with responding to any such requests and testifying in any such proceedings, including reasonable attorney's fees we may incur, and including, without limitation, any negotiations, "meet and confer" process or motion practice concerning the nature and scope of any such subpoena, or as to other procedural and/or substantive issues concerning such document requests or testimony. Should Client or Client counsel in such proceedings have any objection to the nature or scope of any such subpoena for our workpapers and records, Client agrees that it shall be Client or Client's counsel's responsibility in the first instance to present such objections and/or to file an appropriate



motion to contest or to seek to limit the scope of such subpoena. CI will cooperate with any such efforts consistent with the legal requirements imposed upon CI by the subpoena including, without limitation, making such workpapers and records available to Client and/or Client counsel for inspection prior to their production and provide written notice of any such subpoena to Client as soon as practicable, but no later than three (3) business days upon receiving it. However, because the workpapers for Services are the property of CI, absent a specific Court order concerning any objection or motion to limit the scope of production or a written agreement between Client and the party issuing the subpoena to which CI have agreed, CI reserves the right to make the final decision as to which documents from CI workpapers and records shall be produced in response to such a subpoena but shall do in a manner that does not create liability for Client.

ARTICLE 4. REPRESENTATIONS AND WARRANTIES

Section 4.01. Organization of Client. Client is a non-profit public benefit corporation, duly organized, validly existing, and in good standing under the laws of the State of California and has all requisite power and authority to own, lease and operate its properties and to carry on its educational operations as it is now being conducted. CI is a corporation, validly existing, and in good standing under the laws of the State of Delaware.

Section 4.02. No Breach. Each party hereto warrants and represents that neither the execution and delivery of this Agreement, nor the consummation of the transactions contemplated hereby, will (i) violate any, statute, regulation, rule, injunction, judgment, order, decree, ruling, charge, or other restriction of any government, governmental agency, or court to which it is subject, or any provision of its Articles of Incorporation, Bylaws or Charter, nor (ii) conflict with, result in a breach of, constitute a default under, result in the acceleration of, create in any party the right to accelerate, terminate, modify, or cancel, or require any notice under any agreement, contract, lease, license, instrument or other arrangement to which it is a party or by which it is bound or to which any of its assets is subject.

Section 4.03. CI represents and warrants that it has the requisite personnel, equipment, expertise, experience and skill to perform its obligations hereunder and provide the Services to Client in a skillful and competent manner, consistent with the standards generally recognized as being employed by professionals qualified to perform the Services in the same discipline in the State of California, and in compliance with all applicable laws, and has the necessary licenses and permits to provide the Services.

Section 4.04. Data Security and Confidentiality: CI warrants it shall maintain all records and data of the Client in a secure and confidential manner, in compliance with applicable federal, state, and local laws, including but not limited to the Family Educational Rights and Privacy Act (FERPA), the California Student Online Personal Information Protection Act (SOPIPA), and any other relevant privacy and data security laws. CI shall ensure that only authorized personnel have access to confidential records and data. Any access to or disclosure of such records shall be limited to the extent necessary to perform the services



outlined in this Agreement or as required by law. CI shall implement and maintain industry-standard administrative, technical, and physical safeguards to protect Client records and data from unauthorized access, loss, theft, or misuse. This includes, but is not limited to, encryption of sensitive data, secure storage solutions, and regular security audits. In the event of any unauthorized access, disclosure, or breach of Client's records or data, CI shall notify the Client in writing as soon as practicable, but no later than three (3) business days after discovery of the breach, and shall cooperate fully in mitigating any potential harm and complying with any required reporting obligations.

ARTICLE 5. DISCLAIMER OF WARRANTIES

Section 5.01. THERE ARE NO WARRANTIES THAT EXTEND BEYOND THOSE THAT ARE EXPRESSLY CONTAINED HEREIN. CI DISCLAIMS ALL OTHER REPRESENTATIONS AND WARRANTIES NOT CONTAINED HEREIN, EXPRESS OR IMPLIED, REGARDING THE SERVICES, INCLUDING, BUT NOT LIMITED TO, ANY IMPLIED WARRANTIES OF MERCHANTABILITY; FITNESS FOR A PARTICULAR PURPOSE; THIRD PARTY SOFTWARE OR HARDWARE; OR, RESPONSIBILITY FOR CLIENT DATA.

Section 5.02. Limited Remedy. Client's exclusive remedy for defective Services is re-performance of the Services by CI at CI's expense to Client's satisfaction, except where caused by CI's gross negligence, misconduct or breach of this Agreement.

ARTICLE 6. LIMITATION OF LIABILITY

Section 6.01. EVEN IF CI CANNOT OR DOES NOT RE-PERFORM ANY DEFECTIVE SERVICES, AND CLIENT'S EXCLUSIVE REMEDY FAILS OF ITS ESSENTIAL PURPOSE, CI'S ENTIRE LIABILITY SHALL IN NO EVENT EXCEED \$250,000. CI HAS NO LIABILITY FOR GENERAL, CONSEQUENTIAL, INCIDENTAL OR SPECIAL DAMAGES ARISING FROM A DEFECT IN ANY SERVICES.

Section 6.02. EXCEPT FOR DAMAGES FLOWING FROM GROSS NEGLIGENCE, MISCONDUCT, OR INTENTIONALLY TORTIOUS CONDUCT, IN NO EVENT SHALL EITHER PARTY BE LIABLE TO THE OTHER PARTY FOR ANY LOSS OR INJURIES TO EARNINGS, PROFITS OR GOODWILL, OR FOR ANY INCIDENTAL, SPECIAL, PUNITIVE OR CONSEQUENTIAL DAMAGES OF ANY PERSON OR ENTITY WHETHER ARISING IN CONTRACT, TORT OR OTHERWISE, EVEN IF EITHER PARTY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. THE LIMITATIONS SET FORTH IN THIS SECTION SHALL APPLY EVEN IF ANY REMEDIES FAIL IN THEIR ESSENTIAL PURPOSE. Client acknowledges that the pricing of the Services and the other terms of this Agreement have been set based on the foregoing sections of this Agreement providing for an agreed allocation of the risk for any defective Services between the parties. Client further acknowledges that the pricing and terms would have been different if there had been a different allocation of the risk.



ARTICLE 7. CONFIDENTIAL BUSINESS INFORMATION

Section 7.01. CI agrees that all of the business information related specifically to Client developed by or communicated by or to CI in the performance of the services described in this Agreement is of a highly confidential nature, and that, unless the CI has the prior written approval of Client, no use or oral or written disclosure of that information by CI will be made either during or after the term of this Agreement, except that CI may disclose that information to persons or companies who may be designated by Client to work with the CI in connection with CI's performance of the Services. Nothing herein shall be construed as restricting CI in performing the Services, which require routine disclosure of such information to auditors, regulatory agencies, insurance carriers, and providers, and the Client as its agent. With the Client's consent, CI will provide financial references upon request by certification organizations, financial institutions, and potential grantors.

Section 7.02. For purposes of this Agreement, "Confidential Information" means any and all technical and non-technical information including copyright, trade secret, and proprietary information, inventions, know-how, processes and algorithms, software programs, software source documents. Confidential Information includes, without limitation, financial information, procurement requirements, purchasing information, and plans and personnel information of the parties and students as protected under FERPA, HIPPA, and other privacy protection laws. The restriction of Section 7.01 does not apply to information which CI can demonstrate was at the time of the execution of this Agreement:

- (a) In the public domain or is otherwise considered public information; or
- (b) Part of CI's prior knowledge; or
- (c) Learned from a third party without the breach of a confidential relationship with Client.

ARTICLE 8. OBLIGATIONS OF CLIENT

Section 8.01. Authorized Personnel. The Client must identify to CI, in writing, the authorized staff member(s) to work with CI with respect to: general information about the Client, accounts payable, personnel and payroll, attendance records as well as funding compliance and reporting.

Section 8.02. Principal Contact. The Client must also identify, in writing to CI, its key or principal contact who is authorized to receive and disclose Confidential Information, receive payroll checks and discuss personnel issues.



Section 8.03. Financial Records and Audit.

- (i) The Client will maintain customary and reasonably correct, complete and accurate books and records of account as required by the United States government, the State of California (and any other funding authority). The Client will deliver all supporting documentation in accordance with the monthly close timeline developed by CI. Unless otherwise stated, this deadline will be five (5) calendar days following the end of the month.
- (ii) The Client will obtain a timely annual audit of its books and records from an independent certified public accounting firm (reasonably acceptable to CI) and immediately provide CI with a copy of any annual audit and related reports, notes or statements. Client authorizes and instructs its independent accountants to speak and work directly with CI on any matter or issue pertinent to the Services.
- (iii) Client covenants that it will respond promptly and professionally to any and all questions or investigations from any investigating or funding authority or Client's accountants, including exceptions noted in any independent accountant's report.

Section 8.04. Coordination and Cooperation. Client, its authorized staff members and principal contact will work closely and cooperatively with CI to facilitate the effective performance and delivery of the Services. Client will comply with and respond promptly to all reasonable requests of CI for information or documents from the Client. Client covenants to assist CI in reconciling outstanding invoices, and to provide CI with copies or originals of vendor invoices and correspondence, as well as other statements and receipts in accordance with the monthly close deadline established by CI. In the case where CI is required to incur additional time researching, obtaining or documenting transactions, re-processing payments or re-classifying expenses outside of the standard processes and procedures established by CI not necessitated by CI's failure to perform the Services as required by this Agreement, negligence or misconduct, CI may charge additional fees based on the standard hourly rates for actual time spent as noted in Section 3.01 above. If CI believes that a particular matter will require it to incur additional time, it will inform Client in writing prior to proceeding and provide Client with the opportunity to object.

Section 8.05. Payroll. Client will provide all necessary and proper data to CI for payroll processing.

- (i) All original documents as it relates to personnel files or payroll logs will be maintained at the Client site.



- (ii) Client will use, and purchase if necessary to use, commercially reasonable time clocks for hourly personnel if CI systems are not used.

Section 8.06. Attendance Records and Reports. Client must take all necessary and proper steps to provide regular, accurate and timely responses to daily attendance tracking reports.

- (i) Client is responsible for taking daily attendance records compliant with the California Education Code Statutes. Client must maintain phone logs, tardy logs and other pertinent information related to appropriate attendance tracking.
- (ii) If applicable, Client is responsible for summarizing daily attendance into twenty (20) day attendance reports to be submitted to CI within two (2) business days of the last day in the 20 day period.

Section 8.07. Grant and Funding Requirements. Client covenants to use its best efforts to comply with all grant and funding requirements, including record keeping, reporting, management and financial controls and policies and procedures. Client also recognizes that it is Client's sole responsibility to know and be aware of all restrictions and requirements of its grants and funding sources including both governmental and non-governmental sources.

Section 8.08. Client Policies and Procedures. Client covenants to develop, apply and follow not less than customary and reasonable policies and procedures applicable to: Human Resources, Payroll Administration, Internal Financial Controls, Accounts Payable and other disbursements and competitive bid procedures for vendors.

Section 8.09. Notice and Information. Client covenants that it will provide CI with prompt, complete and accurate notice of and information concerning any material errors in Client data and Client's books and records, as well as with respect to investigations or inquiries into the Client, its activities, operations and reports by any governmental authority. Client will provide CI promptly with copies of every material report, including any schedules or exhibits, provided to any governmental agency.

Section 8.10. Chartering Agency Requirements. Client covenants to use its best efforts to comply with all material requirements, including policies and procedures, of the Chartering Agency. Client also recognizes that it is Client's sole responsibility to know and be aware of all restrictions and requirements of its Chartering Agency.



ARTICLE 9. AGENCY

Section 9.01. It is understood and agreed that the CI is an independent contractor in respect to CI's relationship to Client, and that CI is not and should not be considered an agent or employee of the Client for any purpose. CI agrees not to represent itself as an agent or employee of the Client at any time.

Section 9.02. Nothing in this Agreement will be construed or implied to create a relationship of partners, agency, joint venture partners, or of employer and employee between CI and Client.

ARTICLE 10. INDEPENDENT CONTRACTOR STATUS

Section 10.01. CI is an independent contractor of Client. No representations or assertions shall be made nor actions taken by either party that would create any agency, joint venture, partnership, employment or trust relationship between the parties with respect to the subject matter of this Agreement. Neither party shall have any right to bind the other party, to make any representations or warranties, or to perform any act or thing on behalf of the other party, except as expressly authorized under this Agreement or in writing by the other party in its sole discretion. CI will have full control and discretion as to the ways and means of performing any and all services to be provided under this Agreement. It is understood that in the performance of this Agreement CI is not in any way acting as an employee of Client, and CI will be responsible for all taxes, social security payments, and other similar payments or contributions due as a result of any payments made to CI pursuant to the terms of this Agreement.

Section 10.02. As an independent contractor, CI agrees that Client has no obligation to CI under the state or federal laws regarding employee liability, and that Client's total commitment and liability under this arrangement is the performance of its obligations and the payment of CI's compensation and expenses as described herein. Each party will exercise day-to-day control over and supervision of their respective employees, and all instruction and direction of Client employees shall be the exclusive province of the Client. Each party is responsible for obtaining and maintaining worker's compensation coverage and unemployment insurance on its employees. Except as expressly stated in this Agreement, CI and Client are responsible for any and all taxes on their respective net incomes, and for payment and withholding of all applicable taxes on the income of their respective employees.

Section 10.03. CI reserves the right to subcontract with other individuals and businesses for the Services. CI will be responsible for all payments to, as well as the direction and control of the work to be performed by, its subcontractors, if any.



ARTICLE 11. INDEMNIFICATION

Section 11.01. Indemnification. Client and CI warrant to indemnify each other and hold each other, and each other's officers, directors, employees, agents harmless, from and against any and all direct claims, costs, losses, liabilities and expenses for personal injury and property damage, including reasonable attorneys' fees, attributable to their actions and omissions under this Agreement, but excluding claims that would not be made but for the gross negligence or willful misconduct of the party seeking indemnification. To the extent that Client properly directs CI, and to the extent that CI fails to properly perform Services, CI shall indemnify and hold Client and its officers and employees harmless from and shall defend at its own expense all claims, demands, or suits at law or equity arising in whole or in part, but only to the extent that they arise from CI's active gross negligence or express breach of its obligations under this Agreement. Nothing in this Agreement shall require CI to indemnify Client against claims, demands or suits based upon intentional or negligent acts of the Client, its agents, officers, or employees.

ARTICLE 12. INSURANCE

Section 12.01. CI carries customary and reasonable comprehensive insurance coverage for general liability and errors and omissions.

Section 12.02. Client will obtain and maintain customary and reasonable insurance for its facilities and operations.

ARTICLE 13. ETHICAL CONDUCT; RECORDKEEPING

Article 13.01. CI and Client are obligated to comply with all legal requirements in all business activities and practices, including proper recording and reporting of all transactions and compliance with applicable laws. The adequacy and accuracy of CI's billings, supporting documentation, and other information rendered to Client become the basis for Client's further recording and reporting, both internally and externally. CI is not expected or authorized to take any action on Client's behalf that would result in inadequate or inaccurate recording or reporting of assets, liabilities, or any other transaction or that would violate any applicable laws, rules, or regulations.

Section 13.02. Integrity and Financial Responsibility. Client will act with integrity and alert the management of CI to any fraudulent or unethical activity related to Client operations as soon as the Client becomes aware, to the extent permitted by law. Client acknowledges that CI's ability to provide Services is premised upon the Client acting in a financially prudent manner, including but not limited to timely approval of balanced budgets, maintaining a positive variance to budget throughout the year to the extent feasible and proper submission of supporting documentation for incoming and outgoing payments of any kind. Notwithstanding Section 14 hereof, CI may terminate this contract on thirty (30) days' written notice in the event it determines, in its reasonable discretion, that Client personnel are or have



acted in a fraudulent or unethical manner or in the case that CI cannot provide the Services in a professional manner consistent with laws and regulations governing the Client, Client approved policies and procedures or business management best practices, based upon the actions or inaction of the Client.

ARTICLE 14. TERMINATION

Section 14.01. If either party defaults in the performance of this Agreement or materially breaches any of its provisions, the non-breaching party may terminate this Agreement by giving written notification to the breaching party as set forth herein. Termination will take effect if either Party breaches any of its material obligations under this Agreement in any respect, which breach is not remedied within thirty (30) days for breaches that do not require the cooperation of third parties in order to address or remedy the breach, and sixty (60) days for breaches that do require the cooperation of third parties in order to address or remedy the breach, following written notice to such breaching Party. For the purposes of this paragraph, material breach of this Agreement includes, but is not limited to, the following:

- (a) Client's failure to pay CI any undisputed compensation due within thirty (30) days after written demand for payment or invoicing.
- (b) CI's failure to complete the services specified in Article 1.
- (c) Client's material breach of any representation or agreement contained in this Agreement.

In addition, Client may terminate this Agreement with sixty (60) days' prior written notice if its charter authorizer informs Client that it will be revoking or non-renewing Client's charter, will demand the Client relinquish its charter, or will be taking over operations of or operations for Client.

Section 14.02. In the event that Client is unable to pay its debts when they become due, declares bankruptcy or insolvency, or makes an assignment for the benefit of its creditors, CI may terminate this Agreement upon written notice to Client.

Section 14.03. Effect of Termination; Survival. Expiration or termination of this Agreement will not relieve either party from its obligations arising hereunder prior to such expiration or termination. Rights and obligations which by their nature continue or should survive will remain in effect after termination or expiration of this Agreement.

Section 14.04. All Services, including preparation of financial statements and compliance reporting related to a period within the term, will cease upon termination or expiration of this Agreement. If Client has compliance needs that stretch beyond the term of this Agreement into the next fiscal year, it is common for a closing agreement to be created upon termination or expiration to clearly define a term and scope of services falling



outside this Agreement. The fee for such services is determined at that time based upon the scope of work to be completed past the Agreement term.

Section 14.05. In the event of early termination, the Business Management fee deemed to be earned by and due to CI will be equal to the fee in Section 3.01 based on the forecasted revenue from the most recently prepared financial report, prorated from the commencement date of this Agreement to the termination date but not including any Business Management fee already paid by Client, and shall be reduced by any damages, expenses or other costs incurred by Client to remedy any breach of this Agreement by CI. In the event of early termination by either party, CI will work cooperatively with Client to ensure that Client receives copies of all records maintained by CI related to this Agreement, as well as any other information necessary to transition the Services to another entity.

ARTICLE 15. DISPUTE RESOLUTION

Section 15.01. Any controversy or claim, whether based on contract, tort, strict liability, fraud, misrepresentation, or any other legal theory, arising out of either Party's performance of this Agreement ("Dispute") shall be resolved solely in accordance with the terms of this Section.

- a. Resolution Sequence. If the Dispute cannot be settled by good faith negotiation between the Chief Executive Officers of the Parties – which must take place within thirty (30) days of receipt by one Party of a claim of a Dispute – CI and Client will submit the Dispute to non-binding mediation in Stanislaus County. If complete agreement cannot be reached within thirty (30) days of submission to mediation, any remaining issues will be resolved by binding arbitration in accordance with Sections (c) and (d) below, which shall be initiated by either Party in writing to the other Party. Arbitration will comply with and be governed by the provisions of the California Arbitration Act.
- b. Arbitrator. A single Arbitrator who is a retired judge and knowledgeable in commercial matters will conduct the arbitration. The selection of the Arbitrator must be agreed to by the Parties within thirty (30) days after the initiation of arbitration; if the Parties cannot agree on an Arbitrator, they will request that the American Arbitration Association appoint one. The arbitration must occur as promptly as possible, and if possible based on the Arbitrator's schedule, within sixty (60) days after the appointment of the Arbitrator. Each Party must act promptly and in good faith to proceed through arbitration expeditiously in order to resolve the dispute. The Arbitrator's decision and award will be final, must be made in writing with findings of fact and conclusions of law, will be binding and may be entered in any court with jurisdiction. The Arbitrator will not have authority to make errors of law or legal reasoning, nor to modify or expand any of the



provisions of this Agreement. The Arbitrator will not have the authority to award damages not permitted by this Agreement.

- c. Rules and Expenses. Any mediation or arbitration commenced pursuant to this Agreement will be conducted under the then current rules of the alternate dispute resolution (“ADR”) firm in the location selected by the Parties. If the Parties are unable to agree on an ADR firm, the Parties will conduct the mediation and, if necessary, the arbitration, under the then current rules and supervision of the American Arbitration Association. CI and Client will each bear its own attorneys’ fees associated with the mediation and, if necessary, the arbitration. CI and Client will pay all other costs and expenses of the mediation/arbitration as the rules of the selected ADR firm provide.
- d. Limitation on Actions. Any dispute Client may have against CI with respect to this Agreement must be brought within two (2) years after the cause of action arises.

ARTICLE 16. GENERAL PROVISIONS

Section 16.01. Any notices to be given under the Agreement by either party to the other will be in writing and may be transmitted by personal delivery or by e-mail, mail, registered or certified, postage prepaid with return receipt requested. Mailed notices will be addressed to the Parties at their known place of business, but each Party may change that address by written notice in accordance with this section. Notices delivered personally will be deemed communicated as of the date of actual receipt; mailed notices will be deemed communicated as of two (2) days after the date of mailing.

Section 16.02. This instrument contains the entire Agreement of the Parties with respect to the subject matter hereof and there are no other promised representations or warranties affecting it. This Agreement supersedes any and all other agreements, either oral or in writing, between CI and Client with respect to the engagement of CI by Client and contains all of the covenants and agreements between the Parties with respect to that engagement in any manner whatsoever. Each Party to this Agreement acknowledges that no representation, inducements, promises, or agreements, orally or otherwise, have been made by any Party, or anyone acting on behalf of any Party that are not embodied in the Agreement, and that no other agreement, statement, or promise not contained in this Agreement will be valid or binding on either Party.

Section 16.03. Any modification of this Agreement will be effective only if it is in writing and signed by both Parties.

Section 16.04. The failure of either Party to insist on strict compliance with any of the terms, covenants, or conditions of this Agreement by the other Party will not be deemed a waiver of that term, covenant, or condition, nor will any waiver or relinquishment of any



right or power at any one time or times be deemed a waiver or relinquishment of that right or power for all or any other times.

Section 16.05. If any provision in this Agreement is held by a court or arbitrator of competent jurisdiction to be unreasonable, invalid, void, or unenforceable, then this Agreement will be deemed amended to provide for the modification of the unreasonable, invalid, void, or unenforceable provision to the extent that the court or arbitrator finds reasonable, and the remaining provisions of this Agreement will continue in full force without being impaired or invalidated in any way.

Section 16.06. Governing Law. This Agreement will be governed by and construed in accordance with the laws of the State of California, without giving effect to its conflict of law provisions or to constructive presumptions favoring either Party.

Section 16.07. Force Majeure. Neither Party shall be in breach of this Agreement to the extent that any delay or default in performance is due to causes beyond the reasonable control of the delayed or defaulting Party; provided, that the delayed or defaulting Party shall immediately notify the other Party of the event, an estimate of the duration of the event, and the delaying or defaulting Party's plan to mitigate the effects of the delay or default.

Section 16.08. Successors and Assigns. Neither this Agreement nor any of its rights or privileges shall be sold, assigned, transferred, shared, or encumbered, by operation of law or otherwise, without the prior written consent of the affected (non-assigning) Party. Subject to the foregoing, this Agreement shall be binding upon and shall inure to the benefit of the Parties hereto and their respective successors and assigns.

Section 16.09. Publicity. Client agrees to act as a reference for CI with respect to the Services upon CI's reasonable request. CI may issue press releases or identify Client in marketing materials, including the start and termination of the Agreement, provided that all references to Client are fair, accurate and not misleading.

Section 16.10. Corporate Power and Authorization. The Parties hereto have full corporate power and authority to execute and deliver this Agreement and to perform their obligations hereunder. The execution, delivery and performance of this Agreement by each Party has been duly authorized by all necessary corporate action. This Agreement has been duly executed and delivered by each Party and constitutes the valid and legally binding obligation of Client and CI enforceable in accordance with its terms and conditions.



[signature page to follow]



Accepted and Agreed, as of the Effective Date first written above:

CONNECTING WATERS CHARTER SCHOOLS

Signed: 
Jerri Levers (Dec 23, 2025 15:56:11 PST)

Name: Jerri Lynn Levers

Title: Executive Director

CHARTER IMPACT, LLC

By 
Adam Kaeli, Co-CEO



EXHIBIT A

SCOPE OF WORK: BUSINESS MANAGEMENT SERVICES

1. IMPLEMENTATION AND TRAINING

- a. Create a customized accounting database based specifically on the school's reporting needs (both internal and external)
- b. Review existing contracts for terms, requirements and school responsibilities
- c. Create, refine or replace existing processes and procedures to increase efficiency and improve the strength of internal controls
- d. Provide training in specific processes and procedures including to school site staff including: accounts payable, accounts receivable/deposits, petty cash accounts, student stores, payroll, etc.
- f. Provide training to new and/or existing board members on:
 - i. Charter school funding - including drivers, calculations, restrictions and cash flow timing
 - ii. Reading and interpreting financial reports
 - iii. Internal controls and the board's responsibility for oversight and maintenance

2. ACCOUNTS PAYABLE PROCESSING

- a. Review all invoices sent to Charter Impact for proper approval and coding
 - i. Any discrepancies will be reported to the Client within three (3) business days of CI becoming aware of the discrepancy. CI is not responsible for communicating any information to Client vendors. The fees described in Section 3.01 are based upon Client cooperation and compliance with CI processes and procedures. Time incurred to process payments outside of the pre-established timeline is subject to additional fees as described in Section 8.04 above.
- b. Enter invoices for each reporting entity, process check payments, and send checks directly to vendors to reduce turn-around time
- c. Provide weekly check registers, accounts payable aging reports, vendor payment history or other ad hoc reports on a recurring or as needed basis
- d. On an emergency basis, same day payments can be processed in addition to the weekly cycle (*additional processing fees apply).
- e. Complete 1099s for all independent contractors.
 - i. It is the Client's sole responsibility to obtain and submit to CI the IRS Form W-9 for all vendors. Client acknowledges that CI is not responsible for processing of Form 1099 for any vendor for which CI has not received a Form W-9 or for any vendor that has not been paid through CI's vendor payment process.

3. ACCOUNTS RECEIVABLE PROCESSING

- a. Monitor the receipt of State approved ADA funding amounts and verify balances paid are correct



- b. Work directly with governmental agencies to resolve any issues or discrepancies identified
 - c. Review all donor letters and grant agreements for proper coding and revenue recognition in accordance with GAAP
 - d. Maintain independent records, as necessary, for both public and private sources to ensure accurate reporting and compliance
- 4. BANK RECONCILIATION AND GENERAL LEDGER MAINTENANCE**
- a. Reconcile all bank accounts on a weekly basis for a heightened level of security and monitoring
 - b. Alert management to any irregularities, un-reconciled amounts, or missing documentation
 - c. Maintain general ledger in accordance with GAAP on an ongoing basis, ensuring all revenues and expenses are recorded and reported accurately
 - d. Maintain an inventory of fixed assets over the school-designated capitalization threshold and calculate depreciation on a monthly basis
- 5. CASH MANAGEMENT**
- a. On a weekly basis, use reconciled bank balance to project daily cash balances for thirty (30) days (for analysis of cash for any period of time over thirty (30) days, the monthly forecast will be utilized)
 - b. On a weekly basis, provide schools with amount of cash available for accounts payable or other discretionary spending while ensuring sufficient funds for regularly recurring transactions such as payroll, taxes, rent, insurance, etc.
 - c. Plan and manage payment of outstanding debt as needed
 - d. Prepare all financial reporting necessary for renewal of loans or lines of credit
 - e. Monitor compliance with all debt covenants as a part of the ongoing budgeting and forecasting process
 - f. Analyze future cash flow and determine whether schools need to make adjustments to spending or seek other funding options.
- 6. MONTHLY FINANCIAL REPORTING**
- a. Provide a monthly reporting package by the 20th day of the following month, assuming all necessary data is received from the school site on a timely basis, to ensure management has the necessary information to make sound business decisions
 - b. Create financial reporting package based on customized business segments. This includes budgets and forecasts as well.
 - c. Offer a menu of report options for the monthly financial reports including, but not limited to:
 - i. Monthly summary by financial section with bulleted highlights for presentation purposes
 - ii. Monthly Cash Flow Forecast and comparison to approved budget
 - iii. Budget vs. Actual Report (both current month and year-to-date)
 - iv. Schedule of Revenue and Expenses by Period
 - v. Comparative Statement of Financial Position



- vi. Combining/Consolidating Statements of Activities and Financial Position
 - vii. Statement of Cash Flows (both current month and year-to-date)
 - viii. Accounts Payable/Receivable Aging
 - ix. Check Register(s)
 - x. General Ledger Detail
 - xi. Other customized reports as requested by the school, executive team or board
- d. On a monthly basis, review and present the financial package with the school staff to assess the current fiscal condition of the school
 - e. Provide access to the accounting database via a VPN connection allowing school staff to run reports and see real-time data as it exists in the system
 - f. On an as needed basis, provide or present financial information or training to lenders, board members, community members, parents or other external parties as requested by the school.

7. COMPLIANCE AND GRANT REPORTING

- a. Support school with LCAP development, including preparation of the budget, ensuring adherence to Supplemental and Concentration funding requirements and integrating the LCAP budget into the overall school operating budget
- b. Assist the school with grant applications including the development of grant-specific budgets as well as school long-term projections
- c. In the event that new funding programs become available, funding program elements and pricing will be revised if the Client wishes CI to pursue such funding. These applications will be subject to the timelines and conditions of the funding programs and will be the primary responsibility of the Client.
- d. Track all restricted revenues (both public and private) to ensure compliance with governmental and donor-required restrictions
- e. Provide financial information and reporting to governmental entities, donors, and other supporting organizations for grant compliance

8. CHARTER AUTHORIZER SUPPORT

- a. Support the school with all financial and business communications with the charter authorizer. This includes, but is not limited to:
 - i. Prepare regular financial reporting (budget and interims)
 - ii. Provide ad hoc financial documents and reports as requested
- b. Partner with school leaders to meet with authorizer staff to discuss fiscal health and outlook of the school
- c. Assist in the renewal process by preparing and/or reviewing fiscal narratives, preparing the required forecasts and cash flow projections, and calculating the LCFF with assumptions.

9. ANNUAL BUDGET CREATION AND REVISIONS

- a. Work with school staff on an annual basis to create a 5-year budget and cash flow projection on an annual basis to ensure proper future planning



- b. Provide a monthly budget and cash flow report to monitor the cash balance and protect against the gap caused by revenue and expenditure seasonality
- c. Revise the annual forecasts on an as-needed basis (but at least monthly) to provide school staff and board members with accurate year-end projections and the information necessary in a constantly changing environment

10. AUDIT PREPARATION AND OVERSIGHT WITH AUTHORIZERS

- a. Maintain electronic records of all transaction support
- b. Work directly with the independent auditors to provide information, thereby reducing client time commitment and audit fees
- c. Participate in, and support all oversight reviews from charter authorizers and governmental agencies to improve outcomes

11. TAX PREPARATION AND SUPPORT

- a. Prepare and electronically submit Form 1096 (summary of all 1099 forms) to the IRS for all required vendors and service providers
- b. Prepare and report sales and use tax returns
- c. Provide any and all information necessary for the preparation and submission of Form 990. *Payroll tax reporting is included in the payroll processing Exhibit B below.*

12. STRATEGIC PLANNING

- a. Work with school management to develop long-term strategies to ensure the school's prosperity
- b. Provide second opinions and act as sounding board for school management on business and financial matters



EXHIBIT B
SCOPE OF WORK: PAYROLL SERVICES

1. PAYROLL PROCESSING

- a. Provide support and assistance with the creation of internal processes and procedures, forms, and tracking systems
- b. Provide minimum wage guidance and support for compliance with state labor laws
- c. Assist in the development of a payroll schedule that is compliant with state labor laws and consistent with employee contracts
- d. Research staff with CalSTRS and CalPERS to ensure proper membership is established based on retirement regulations
- e. Ensure proper STRS & PERS forms are provided to staff when applicable
- f. Complete the new hire setup and existing staff setup in the payroll system
- g. Create and assign employee earning, deduction, and benefit codes to be in compliance with retirement and tax regulations
- h. Ensure all timesheets within the payroll system have been approved by managers for processing
- i. Assist with paid time off audits and make corrections in the payroll system
- j. Assist with Benefit audits to ensure correct medical deductions are being taken
- k. Assist with Verification of Employment paperwork
- l. Process payroll, and supplemental payroll runs as needed for:
 - (1) Involuntary terminations
 - (2) Voluntary termination without notice
 - (3) Scheduled bonuses/stipends
 - (4) Additional unscheduled/emergency payroll runs
- m. Oversee garnishments are handled and paid by the payroll system
- n. Ensure that all other retirement deductions such as 403b, 457, 401a, etc. are processed and submitted to the third-party administrator in compliance with state and federal laws
- o. Review payroll taxes processed and paid by the payroll system
- p. Review quarterly tax returns for all agencies
 - i. Federal 941
 - ii. State DE9 & DE9C
- q. Oversee year end W-2 and W-3 process
- r. Provide payroll processing reports as needed
- s. Assist with general payroll related questions
- t. Work with the payroll provider to setup the coding to track expenses related to restricted grants, LCAP, multiple school sites, etc
- u. Work directly with the payroll provider to create a payroll journal entry to record detailed payroll expenses

2. RETIREMENT REPORTING

- a. Process and submit monthly STRS and PERS reports to the third-party administrator or directly to CalSTRS and CalPERS



- b. Submit payment via ACH or live check within the timeframe as requested
- c. Work directly with the requisite County Office of Education and/or District, as applicable and CalSTRS/CalPERS related to questions and required supplemental reporting such as:
 - i. F496 files to SEW (if applicable)
 - ii. Newly elected or mandatory qualified members into the CalSTRS and CalPERS websites
 - iii. Ensuring the proper forms are completed and distributed such as the Permissive Election ES350 form
 - iv. Entering corrections from payroll to CalSTRS/CalPERS and sending corrections to payroll as needed
- d. Provide ongoing updates to Client administrative staff regarding:
 - i. Processes and procedures related to retirement programs
 - ii. Changes to eligibility and classification
 - iii. Compensation limits
 - iv. Rate changes
- e. Monitor and manage CalSTRS and CROWE audits
 - *Additional support for audit findings or historical corrections prior to current fiscal year would be billed separately on an hourly basis.*
- f. Manage internal retirement audits, corrections, and reconciliations



EXHIBIT C SCOPE OF WORK: STUDENT DATA SERVICES

1. CALPADS REPORTING

- a. Reconcile all attendance data on a monthly basis
- b. CALPADS Fall 1 Data submission, including SSID Enrollment, Student Information Record, English Learner Program Record and Student Program Records
- c. CALPADS Fall 2 Data submission, including Staff Assignment, Staff Demographics, Course Section and Student Course Section
- d. CALPADS EOY 1-3 submission, including Student Discipline, Student Waiver, Student CTE and Student Absence
- e. Maintain monthly enrollment synchronization with CALPADS and SIS retrieval
- f. Report CALPADS anomalies to school management
- g. Report development, including transcripts, report cards and custom reports

2. ATTENDANCE TRACKING AND REPORTING

- a. Monthly attendance reconciliation
- b. Independent Studies setup
- c. Revised monthly submission
- d. Attendance audit report tracking
- e. Monthly ADA calculation
- f. Prepare Monthly, P-1, P-2 and Annual attendance reports from school-provided records, and submit to the chartering agency
- g. Attendance alerts
- h. Report all requisite attendance data to the charter authorizer and State agencies

3. STUDENT INFORMATION SYSTEM (SIS) SUPPORT

- a. Conduct multiple trainings for various school staff as needed:
 - i. Initial product training, including but not limited to system navigation, student and staff account management, student scheduling task management, and import and export of data and reports
 - ii. Client Counselor and Registrar/Office Manager trainings on system components, including but not limited to entering and managing historical grades, graduation progress tracking, student demographic data entry (including state required fields), parent/emergency contact data entry, and data quality checks to run student data audits/exception reports to identify missing data.
 - iii. SIS trainings as needed for school staff on entering attendance, attendance changes, and running attendance reports, working with attendance data grid, truancy reports/letters, and attendance audits.
 - iv. PowerLunch, Admin and PowerTeacherPro trainings
- b. System Setup Assist with Beginning of Year and End of Year tasks such as:
 - i. importing student records, create years/terms, final grade setup, create sections, etc.



- ii. Configure bell schedules and calendars that mirror regular, minimum and assembly day bell schedules
- iii. Configure adequate attendance, incident, entry and exit codes that capture data at a desired level of granularity
- iv. Track student activities such as: Independent Studies, Basketball team, academic decathlon, etc.
- v. Setup teacher grading environment via grade scales, assignment categories, standards, teacher comments, etc.
- vi. Perform System Administrative tasks such as integration with 3rd party software providers, maintain security groups and new school setup.



**EXHIBIT D
HOURLY RATES**

Level	Rate
Clerk	\$100.00
Staff	\$150.00
Senior/Manager	\$200.00
Executive/Director	\$250.00



EXHIBIT E
PROCUREMENT SOLUTION: PROCURIFY

<u>Procurify Product</u>	<u>Quantity</u>	<u>Annual Fee</u>	<u>Total</u>
Platform Access <ul style="list-style-type: none"> • Unlimited Basic Users • Up to 25 Pro Users • Sage Intacct Integration 	1	\$23,220	
Purchasing	1	\$13,932	
Accounts Payable	1	\$13,932	
Contract Management	1	\$11,610	
Expense Management	1	\$13,932	
			<u>\$76,626.00</u>

4926-8269-6323, v. 1

CI+Contract+FY26-29+--+Connecting+Waters+++Procurify+--+112025 YMC RL (4926-8269-6323.v2)

Final Audit Report

2025-12-24

Created:	2025-12-23
By:	Greg Burroughs (gburroughs@charterimpact.com)
Status:	Signed
Transaction ID:	CBJCHBCAABAA70WJz6sSfMW7Y6eZju1yapDhUErjySiD

"CI+Contract+FY26-29+--+Connecting+Waters+++Procurify+--+112025 YMC RL (4926-8269-6323.v2)" History

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Coversheet

Approval of the Board of Directors 2026-2027 Meeting Calendar

Section: V. Items Scheduled for Consideration and/or Action
Item: E. Approval of the Board of Directors 2026-2027 Meeting Calendar
Purpose: Vote
Submitted by:
Related Material: Draft A BOD Meetings for 2026-2027 - Google Docs.pdf
Draft B. BOD Meetings for 2026-2027 - Google Docs.pdf

BACKGROUND:

Approval of the Board of Directors Meeting Dates for 2026-2027

BOD Meetings for 2026-2027 (Thursday) at 3:00 p.m.	
July 23, 2026, Regular BOD Meeting	
	Board Training Optional 1
	July 30-31
August 27, 2026, Regular BOD Meeting	
At this meeting we need to approve: Unaudited actuals due 9/8	
	Board Training Optional 2
	August 27-28
September 24, 2026, Regular BOD Meeting	
October 29, 2026, Regular BOD Meeting	
Conflict of Interest to be completed every two years	
November 12, 2026, Regular BOD Meeting	
2nd Thursday due to Thanksgiving and CSDC Conference	
December 3, 2026, Regular BOD Meeting	
At this meeting we need to approve the 1st Interim Budget due 12/7 and the Annual Audit Due 12/7	
January 28, 2027, Regular BOD Meeting	
SARC will need to be approved at this meeting	
February 25, 2027, Regular 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 18, 2027, Regular BOD Meeting	
3 rd Thursday due to Spring Break	
CEO Evaluation	
April 22, 2027, Regular BOD Meeting	
May 27, 2027, Regular BOD Meeting	
At this meeting we need to review the LCAP and Budget for 2026-2027	
June 10, 2027, Regular BOD Meeting	
2 nd Thursday due to deadlines. We need to approve LCAP and Budget due 6/22	

BOD Meetings for 2026-2027 (Thursday) at 3:00 p.m.	
July 23, 2026, Regular BOD Meeting	
As needed	
Board Training Optional 1	
July 30-31	
August 13, 2026, Regular BOD Meeting	
As needed	
August 27, 2026, Regular BOD Meeting	
At this meeting we need to approve: Unaudited actuals due 9/8	
Board Training Optional 2	
August 27-28	
September 10, 2026-Regular BOD Meeting	
As needed	
September 24, 2026-Regular BOD Meeting	
Board Training	
October 29, 2026, Regular BOD Meeting	
Conflict of Interest to be completed every two years	
November 12, 2026, Regular BOD Meeting	
2nd Thursday due to Thanksgiving and CSDC Conference	
December 3, 2026, Regular BOD Meeting	
At this meeting we need to approve the 1st Interim Budget due 12/7 and the Annual Audit Due 12/7	
December 17, 2026, Regular BOD Meeting	
As needed	
January 28, 2027, Regular BOD Meeting	
SARC will need to be approved at this meeting	
February 25, 2027, Regular BOD Meeting	
At this meeting we need to approve the 2nd Interim Budget due 3/8 and the Comprehensive Safety Plan. This is a Tuesday due to All staff and CCSA conference	
March 18, 2027, Regular BOD Meeting	
3rd Thursday due to Spring Break	
CEO Evaluation	
April 8, 2027, Regular BOD Meeting	
As needed	

April 22, 2027, Regular BOD Meeting
May 6, 2027, Regular BOD Meeting
As needed
May 27, 2027, Regular BOD Meeting
At this meeting we need to review the LCAP and Budget for 2026-2027
June 10, 2027, Regular BOD Meeting
2 nd Thursday due to deadlines. We need to approve LCAP and Budget due 6/22
June 24, 2027, Regular BOD Meeting
As needed / Annual Organizational Meeting - Voting on officers

Coversheet

Approval of the Comprehensive School Safety Plan for Connecting Waters Charter School

Section: V. Items Scheduled for Consideration and/or Action
Item: F. Approval of the Comprehensive School Safety Plan for Connecting Waters Charter School
Purpose: Vote
Submitted by:
Related Material: CW-PF 26_27 Comprehensive Safety Plan 2.10.26.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

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.
- (k) Communication with students via an employee's personal accounts such as email and/or social media.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission (These behaviors should only be exercised when a staff member has parent and supervisor permission.)

- (a) Giving students a ride to/from school or school activities
- (b) Being alone in a room with a student at school with the door closed.
- (c) Allowing students in your home.

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)

- (d) Remarks about the physical attributes or development of anyone.
- (e) Excessive attention toward a particular student.
- (f) 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: Immigration Enforcement Notification Procedures (Ed. Code § 32282(a)(2)(N))

Pursuant to SB 98 (2025), Connecting Waters Charter School shall promptly notify parents/guardians, teachers, administrators, and school personnel when immigration enforcement activity is confirmed to be present on school grounds, offices, or learning centers.

Definitions

- **Immigration enforcement:** Any and all efforts to investigate, enforce, or assist in the investigation or enforcement of any federal civil or criminal immigration law. Immigration enforcement can be presumed to be occurring when carried out by any officer or agent from U.S. Immigration and Customs Enforcement (ICE), U.S. Customs and Border Protection (CBP), or other federal agency engaged in civil or criminal immigration enforcement.
- **Confirmed presence:** Presentation of valid judicial warrant, visual confirmation by staff, verbal acknowledgment by law enforcement official, or other reliable evidence.

Mandatory Notification Procedure

Upon confirmation of immigration enforcement presence at a school site, the site administrator or designee shall consider the safety and well-being of the pupils, employees, and community members associated with the school site when determining when and how to issue the notification, and issue such notification to:

- All parents/guardians
- All teachers, administrators, and school personnel

Notifications shall be sent using one or more of the following methods: automated phone call, email communication, text message, app push notification, or posting on the school website. Notifications shall not include any personally identifiable information.

Notification Content

Notifications must be provided in English and in all languages required under Education Code § 48985 and should include:

- Confirmation that immigration enforcement activity occurred and the date and other information considering the safety and well-being of the school community
- Assurance that the school is monitoring the situation and prioritizing student safety
- Reminder that every child has the right to attend school regardless of immigration status
- Link or reference to school resources for immigrant families (if available)

Sample Notification Language (to be translated and revised to suit the particular situation):

URGENT: Immigration Enforcement Activity on Campus

Dear Parents/Guardians and Staff:

This is an important update from Connecting Waters Charter School. Federal immigration enforcement activity occurred on [LOCATION] on [DATE].

Our school remains open and focused on student safety and learning. No immigration enforcement actions are permitted in classrooms or student areas without a valid judicial warrant. We are monitoring the situation closely.

If you have questions or concerns, please contact the front office or our family resource center.

Every child has the right to a free public education regardless of immigration status.

*Thank you,
Jerri Levers*

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.

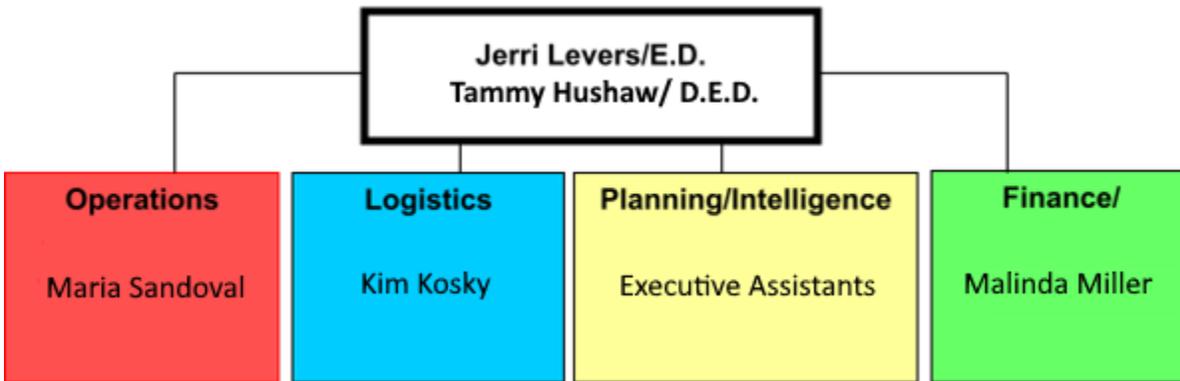
In the EOC (Emergency Operations Center), this means that first responder representatives will essentially be running response activities in consultation with the organization’s Management Staff and Section Chiefs. In the field, Team Leaders and Team Members will work alongside first response teams, *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.

LOCKDOWN/REVERSE EVACUATION PROCEDURES

Some emergencies may prevent safe evacuation and require steps to isolate staff from danger by instituting a lockdown. Other emergencies may occur prior to the work day, during break or lunch periods, or after the work day. When staff may be outside the school building or work site, a reverse evacuation should be initiated.

All employees need to be familiar with the specific actions they must take during lockdowns or reverse evacuation. Discussions, training, and practice drills are essential to make these procedures workable.

In the event of a lockdown, soft lockdown or reverse evacuation, work area supervisors must utilize the following procedures:

- ✓ If outside, move to the nearest building or room providing it is a safe route and that you are not moving in the direction of danger.
- ✓ If inside, stay inside.
- ✓ Lock door(s) to buildings and or work areas.
- ✓ If possible, quickly close all windows and then move away from the windows.
- ✓ Use caution when allowing late reporting staff to enter into a classroom.
- ✓ Have staff hide, if appropriate.
- ✓ Take roll using the Staff Accountability Form.
Report any “extra” staff that sought cover in your work area. Take this form with you if you are directed by the Incident Commander (IC) to evacuate your work area at a later time.
- ✓ Await further instructions from the Incident Commander via public address system, phone or an e-mail notification to all staff.
- ✓ **DO NOT** use the telephone to call out as all lines must be kept open, unless there is a dire emergency in your work area.
- ✓ Remain in the room/office until a member of the Emergency Management Team or a law

enforcement officer arrives with directions.

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.

SHOOTING/STABBINGS

No single warning sign can predict that a dangerous act will occur; however, certain warning signs may indicate that someone is close to behaving in a way that is potentially dangerous to self and/or others. Imminent warning signs usually are present as a sequence of overt, serious, or hostile behaviors or threats directed at peers, staff (usually more than one staff member), as well as the person's immediate family.

A weapon is typically defined as a device, instrument, material, or substance that is used for, or is readily capable of, causing death or serious bodily injury (excluding a knife with a blade of less than 2 1/2 inches in length).

IMMINENT WARNING SIGNS REQUIRE AN IMMEDIATE RESPONSE AND MAY INCLUDE THE FOLLOWING

- Physically fighting with peers or family members.
- Hostile interactions with law enforcement that involve a number of recorded incidents.
- Hostile interactions with staff and administration.
- Destruction of property (school, home, community).
- Severe rage for seemingly minor reasons.
- Detailed (time, place and method) threats (written and/or oral) to harm or kill others.
- Possession and/or use of firearms and other weapons.
- Self-injurious behaviors or threats of suicide.
- Possession of a weapon, particularly a firearm, with a threat to use it.

If there is any threat of a firearm on campus, Connecting Waters Charter School will call law enforcement.

WHAT TO DO IF A SHOOTING/STABBING OCCURS AT THE SCHOOL OFFICE

- The first indications of a shooting may include: sound of gunfire, loud cracking sounds, banging noises, windows shattering, glass exploding, bullets ricocheting or a report of a stabbing incident on campus.
- **Call 911.** Identify your address, and succinctly explain the emergency incident and exact location. Stay on the line until the **911** dispatcher has all the information needed to respond to the situation.
- Activate Incident Command System (ICS) with Emergency Management Team.
- Establish Command Post (CP) and appoint Incident Commander (IC) and communicate location to law enforcement and fire/rescue units.
- Notify appropriate individuals, i.e. Administrators, Policy Group.
- Provide information, when practicable, about the incident to staff via PA system, e-mail or by phone.
- Account for all staff members by using phone or e-mail or other communication means. Attempt to determine if the shooter/stabber is still on the work site.
- Attempt to determine if the weapon has been found or secured.
- Attempt to determine if the shooter/stabber has been identified.
- Assign a liaison (preferably an administrator) to interface with law enforcement and fire department.
- Liaison can supply law enforcement with radio or phone communication, phone numbers, maps, keys, and other information deemed pertinent to the safe operation of the incident.
- Gather witnesses in a secure room for law enforcement questioning. DO NOT allow witnesses to talk to one another (to protect the investigation). Assign staff to stay with witnesses until law enforcement arrives.
- Develop a plan to evacuate staff to an off-site or alternate evacuation area should it be necessary to evacuate the building.
- Gather information of staff members involved in the incident.
- Prepare written statements for telephone callers and media in cooperation with law enforcement and the Managing Director or Public Information Officer. Add a public statement to the website and social media accounts.
- Provide a liaison representative for family members for any injured staff members.
- Provide a Crisis Response Team to provide counseling and to help deal with any psychological factors.

IF STAFF ARE OUTSIDE, THEY SHOULD BE TRAINED AND/OR INSTRUCTED TO

- Move or crawl away from gunfire, trying to put barriers between you and the shooter.
- Understand that many barriers may visually conceal a person from gunfire but may not be bulletproof.

- Try to get behind or inside a building. Stay down and away from windows.
- When reaching a relatively safe area, stay down and do not move. Do not peek or raise your head.
- Listen for directions from law enforcement.
- Provide your name to the work area supervisor who is accounting for all staff.
- Help others by being calm and quiet.
- Provide law enforcement with as much information as possible, such as:
 - ✓ Is the suspect still on site and do you know the current location?
 - ✓ Where was the specific location of occurrence?
 - ✓ Are there wounded staff members? How many?
 - ✓ Description of all weapons (hand gun, shotgun, automatic, dangerous objects, explosive devices, other).
 - ✓ Describe sound and number of shots fired.

SCENE OF INCIDENT

- The scene of an incident/crime shall be preserved.
- With the exception of rescue and law enforcement personnel, no one is allowed to enter the immediate area or touch anything.
- Any witnesses, including staff members, should be held near the area of the incident and be made available to law enforcement for questioning.
- Law enforcement responding to the incident will coordinate activities at the scene of the incident and release the area to school officials when finished.

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.

HOSTILE VISITOR

A hostile visitor could be an irate parent, a staff member, a neighbor, or an acquaintance of a staff member. The situation may begin in the front office; however, the individual may bypass the office and go directly to the target of his/her hostility. It is the responsibility of staff to protect staff and students, attempt to defuse the situation, and, if necessary, notify law enforcement.

UNDERSTANDING NONVERBAL MESSAGES

Body language plays a role in communication. Nonverbal cues are especially crucial when dealing with a person who is upset and potentially violent. Pay attention to signs that a person is angry or frightened. These include:

- Trembling
- Sweating
- A red face
- Crossed arms

- Clenched jaw or fists
- Shallow breathing
- Glaring or avoiding eye contact
- Pacing the floor
- Sneering
- Crying
- Ranting
- Quickly Glancing/Searching Around the room

SEND THE RIGHT NONVERBAL MESSAGES

Don't get too close. An angry or upset person feels threatened by someone who stands too close. Give the person two to four feet distance away from you.

Avoid any of the following:

- Glaring or staring at the visitor
- Threatening mannerisms such as clenched fists and a raised voice.
- Getting angry
- Touching the individual
- Disregarding the person's opinion or blaming the person

Consider doing the following:

- Being courteous and confident
 - Protecting yourself at all times
 - Finding another staff member to join you or keep the meeting in an open area
- Listening to the visitor, giving him/her the opportunity to vent

ATTEMPT TO USE PHRASES SUCH AS:

- What can we do to make this better?
- I understand the problem and I am concerned.
- We need to work together on this problem.

WHAT TO DO:

- Call code on the walkie (Code Yellow or Red depending on the severity of the situation) to get help de-escalating, other staff would also all come out.
- Notify the Executive Director.
- If the situation does not de-escalate, **call 911** and stay on the line. State your address, and exact location of hostile visitors. Identify buildings by letter (A, B, C, D, etc.) or number and

use directions (North, South, East or West) for law enforcement as they enter the grounds.
Give a description of the hostile visitor.

- If possible, assign a staff member to meet law enforcement and direct them to the location.
- The staff member should unlock any gate that makes access to campus easier and faster.
- If possible, notify the Site Administrator.
- If necessary, activate the Incident Command System, using only those parts of ICS as determined by the information at hand. Expand ICS as needed.
- Use staff members to keep others away from the location of the hostile visitor.

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 6/10/2025

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/guardians¹ 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

¹ 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.

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

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 and Expulsion Offenses. Students may be suspended and recommended for expulsion when it is determined the student:
 - a. Caused, attempted to cause, or threatened to cause physical injury to another person or 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. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.
 - 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. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.
- 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 and Expulsion Offenses: Students **must** be suspended and recommended for expulsion 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.

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 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.

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) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with 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

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.

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 or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from 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 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 3/3/2025

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.

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), sexual orientation, gender, gender identity, gender expression, immigration status, 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, locs, and twists), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age, or any combination of those characteristics, association with a person or group with one or more of these actual or perceived characteristics or any combination of those characteristics, or based on any other characteristic protected under applicable state or federal law or local ordinance. 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 who 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. 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.

This policy applies to incidents occurring on the school campus, at school-sponsored events and activities regardless of the location, through school-owned technology, and through other electronic means, whether perpetrated by a student, employee, parent/guardian, volunteer, independent contractor or other person with whom CWCS does business, and all acts of CWCS’ Board of Directors (“Board”) in enacting policies and procedures that govern CWCS.

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.

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

Harassment means conduct based upon one or more of the protected characteristics listed above that is severe or pervasive, which unreasonably disrupts an individual's educational or work environment or that creates a hostile educational or work environment. Harassment includes, but is not limited to:

- Verbal conduct such as epithets, derogatory jokes, comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school based on any of the protected characteristics listed above.
- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected characteristics listed above.

Sexual Harassment

In accordance with Title IX (20 U.S.C. § 1681 *et seq.*; 34 C.F.R. Part 106 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.

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).

Under California Education Code section 212.5, 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.

Examples of conduct that may fall within the Title IX definition of sexual harassment, the Education Code definition of sexual harassment, or both:

- 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 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 the 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.

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 hate violence or create 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:

- Placing a reasonable student or students in fear of harm to that student's or those students' person or property.
- Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health.
- Causing a reasonable student to experience a substantial interference with the student's academic performance.
- 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, video 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 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:

- A message, text, sound, video, or image.
- A post on a social network Internet Web site including, but not limited to:
- 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 student 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 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.
- 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 student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- An act of “Cyber sexual bullying” including, but not limited to:
 - 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 the 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.
 - “Cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 - Notwithstanding 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:

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

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 students 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 students.

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 and provides its certificated employees with information on existing school and community resources related to the support of these groups. 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

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:

- Are written and signed;
- Filed by an individual who alleges that they have 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
- 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 sexual harassment grievance procedures listed below in addition to its UCP when applicable.

Submitting a Report or Complaint

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.

Reports and complaints of misconduct prohibited by this Policy shall be submitted to the Coordinator (or the Board Secretary if the complaint is against the Coordinator) as soon as possible after the incidents giving rise to the report or complaint.

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 and complaints 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 and/or complainant confidential, as appropriate, except to the extent necessary to comply with applicable law, carry out the investigation and/or to resolve the issue, as determined by the of CWCS 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 Title IX Coordinator, investigator or decision-maker and any person who facilitates an informal resolution process will receive Title IX training and/or instruction concerning sexual harassment as required by law.

Supportive Measures Under Title IX

Upon the receipt of a report of sexual harassment or a 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 or complaint of misconduct prohibited by this Policy, the Coordinator or designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than thirty (30) school days.

At the conclusion of the investigation, the Coordinator or designee will 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 designee will not reveal confidential information related to other students or employees.

If the complaint is against the Coordinator, the Board Secretary or designee will conduct a fact-finding investigation and provide the complainant with information about the investigation and resolution of the incident/situation.

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 thirty (30) school days. If the investigator determines that an investigation will take longer than thirty (30) 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 entire Title IX process, including informal resolution, opportunities to respond, and determination of responsibility may take ninety (90) calendar days or longer, depending on the complexity of the investigation and the issues raised.
 - 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 for complaints within the scope of this Policy, other than formal sexual harassment, 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 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: 1) give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome; 2) issue a written decision describing the result of the appeal and the rationale for the result; and 3) 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

Approval of the Comprehensive School Safety Plan for Connecting Waters Charter School, East Bay

Section: V. Items Scheduled for Consideration and/or Action
Item: G. Approval of the Comprehensive School Safety Plan for Connecting Waters Charter School, East Bay
Purpose: Vote
Submitted by:
Related Material: CWEB-PF 26_27 Comprehensive Safety Plan 2.10.26.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.

- (k) Communication with students via an employee's personal accounts such as email and/or social media.

***Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission
(These behaviors should only be exercised when a staff member has parent and supervisor permission.)***

- (a) Giving students a ride to/from school or school activities
- (b) Being alone in a room with a student at school with the door closed.
- (c) Allowing students in your home.

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)

- (d) Remarks about the physical attributes or development of anyone.
- (e) Excessive attention toward a particular student.
- (f) 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: Immigration Enforcement Notification Procedures (Ed. Code § 32282(a)(2)(N))

Pursuant to SB 98 (2025), Connecting Waters Charter School shall promptly notify parents/guardians, teachers, administrators, and school personnel when immigration enforcement activity is confirmed to be present on school grounds, offices, or learning centers.

Definitions

- **Immigration enforcement:** Any and all efforts to investigate, enforce, or assist in the investigation or enforcement of any federal civil or criminal immigration law. Immigration enforcement can be presumed to be occurring when carried out by any officer or agent from U.S. Immigration and Customs Enforcement (ICE), U.S. Customs and Border Protection (CBP), or other federal agency engaged in civil or criminal immigration enforcement.
- **Confirmed presence:** Presentation of valid judicial warrant, visual confirmation by staff, verbal acknowledgment by law enforcement official, or other reliable evidence.

Mandatory Notification Procedure

Upon confirmation of immigration enforcement presence at a school site, the site administrator or designee shall consider the safety and well-being of the pupils, employees, and community members associated with the school site when determining when and how to issue the notification, and issue such notification to:

- All parents/guardians
- All teachers, administrators, and school personnel

Notifications shall be sent using one or more of the following methods: automated phone call, email communication, text message, app push notification, or posting on the school website. Notifications shall not include any personally identifiable information.

Notification Content

Notifications must be provided in English and in all languages required under Education Code § 48985 and should include:

- Confirmation that immigration enforcement activity occurred and the date and other information considering the safety and well-being of the school community
- Assurance that the school is monitoring the situation and prioritizing student safety
- Reminder that every child has the right to attend school regardless of immigration status
- Link or reference to school resources for immigrant families (if available)

Sample Notification Language (to be translated and revised to suit the particular situation):

URGENT: Immigration Enforcement Activity on Campus

Dear Parents/Guardians and Staff:

This is an important update from Connecting Waters Charter School. Federal immigration enforcement activity occurred on [LOCATION] on [DATE].

Our school remains open and focused on student safety and learning. No immigration enforcement actions are permitted in classrooms or student areas without a valid judicial warrant. We are monitoring the situation closely.

If you have questions or concerns, please contact the front office or our family resource center.

Every child has the right to a free public education regardless of immigration status.

*Thank you,
Jerri Levers*

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

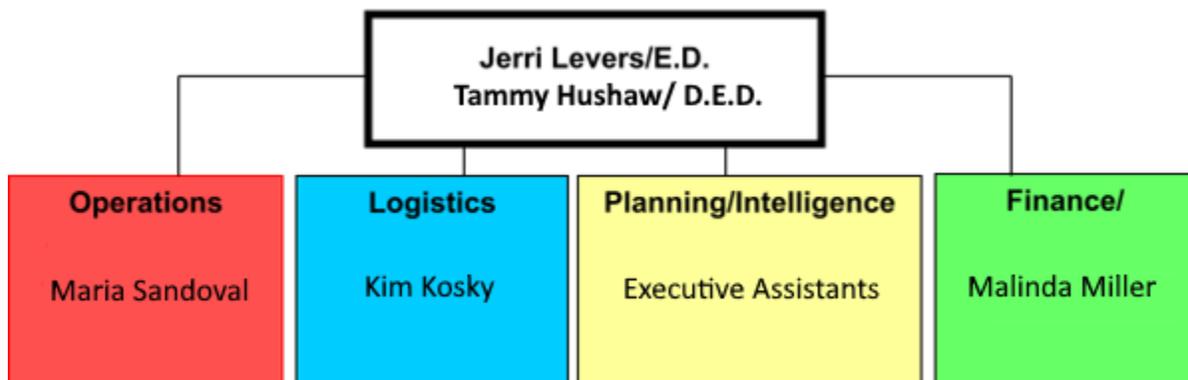
The control of and response to emergencies is the sole responsibility of the site teams *until* first responders arrive. Once they arrive, the incident command transitions to ***"Unified Command."*** This transition is immediately facilitated by an on-site briefing of first responders by the. Following 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 – East Bay 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.

LOCKDOWN/REVERSE EVACUATION PROCEDURES

Some emergencies may prevent safe evacuation and require steps to isolate staff from danger by instituting a lockdown. Other emergencies may occur prior to the work day, during break or lunch periods, or after the work day. When staff may be outside the school building or work site, a reverse evacuation should be initiated.

All employees need to be familiar with the specific actions they must take during lockdowns or reverse evacuation. Discussions, training, and practice drills are essential to make these procedures workable.

In the event of a lockdown, soft lockdown or reverse evacuation, work area supervisors must utilize the following procedures:

- ✓ If outside, move to the nearest building or room providing it is a safe route and that you are not moving in the direction of danger.
- ✓ If inside, stay inside.
- ✓ Lock door(s) to buildings and or work areas.
- ✓ If possible, quickly close all windows and then move away from the windows.
- ✓ Use caution when allowing late reporting staff to enter into a classroom.
- ✓ Have staff hide, if appropriate.
- ✓ Take roll using the Staff Accountability Form.

Report any “extra” staff that sought cover in your work area. Take this form with you if you are directed by the Incident Commander (IC) to evacuate your work area at a later time.

- ✓ Await further instructions from the Incident Commander via public address system, phone or an e-mail notification to all staff.
- ✓ **DO NOT** use the telephone to call out as all lines must be kept open, unless there is a dire emergency in your work area.
- ✓ Remain in the room/office until a member of the Emergency Management Team or a law enforcement officer arrives with directions.

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.

SHOOTING/STABBINGS

No single warning sign can predict that a dangerous act will occur; however, certain warning signs may indicate that someone is close to behaving in a way that is potentially dangerous to self and/or others. Imminent warning signs usually are present as a sequence of overt, serious, or hostile behaviors or threats directed at peers, staff (usually more than one staff member), as well as the person's immediate family.

A weapon is typically defined as a device, instrument, material, or substance that is used for, or is readily capable of, causing death or serious bodily injury (excluding a knife with a blade of less than 2 1/2 inches in length).

IMMINENT WARNING SIGNS REQUIRE AN IMMEDIATE RESPONSE AND MAY INCLUDE THE FOLLOWING

- Physically fighting with peers or family members.
- Hostile interactions with law enforcement that involve a number of recorded incidents.
- Hostile interactions with staff and administration.

- Destruction of property (school, home, community).
- Severe rage for seemingly minor reasons.
- Detailed (time, place and method) threats (written and/or oral) to harm or kill others.
- Possession and/or use of firearms and other weapons.
- Self-injurious behaviors or threats of suicide.
- Possession of a weapon, particularly a firearm, with a threat to use it.

If there is any threat of a firearm on campus, Connecting Waters Charter School will call law enforcement.

WHAT TO DO IF A SHOOTING/STABBING OCCURS AT THE SCHOOL OFFICE

- The first indications of a shooting may include: sound of gunfire, loud cracking sounds, banging noises, windows shattering, glass exploding, bullets ricocheting or a report of a stabbing incident on campus.
- **Call 911.** Identify your address, and succinctly explain the emergency incident and exact location. Stay on the line until the **911** dispatcher has all the information needed to respond to the situation.
- Activate Incident Command System (ICS) with Emergency Management Team.
- Establish Command Post (CP) and appoint Incident Commander (IC) and communicate location to law enforcement and fire/rescue units.
- Notify appropriate individuals, i.e. Administrators, Policy Group.
- Provide information, when practicable, about the incident to staff via PA system, e-mail or by phone.
- Account for all staff members by using phone or e-mail or other communication means. Attempt to determine if the shooter/stabber is still on the work site.
- Attempt to determine if the weapon has been found or secured.
- Attempt to determine if the shooter/stabber has been identified.
- Assign a liaison (preferably an administrator) to interface with law enforcement and fire department.
- Liaison can supply law enforcement with radio or phone communication, phone numbers, maps, keys, and other information deemed pertinent to the safe operation of the incident.
- Gather witnesses in a secure room for law enforcement questioning. **DO NOT** allow witnesses to talk to one another (to protect the investigation). Assign staff to stay with witnesses until law enforcement arrives.
- Develop a plan to evacuate staff to an off-site or alternate evacuation area should it be necessary to evacuate the building.
- Gather information of staff members involved in the incident.

- Prepare written statements for telephone callers and media in cooperation with law enforcement and the Managing Director or Public Information Officer. Add a public statement to the website and social media accounts.
- Provide a liaison representative for family members for any injured staff members.
- Provide a Crisis Response Team to provide counseling and to help deal with any psychological factors.

IF STAFF ARE OUTSIDE, THEY SHOULD BE TRAINED AND/OR INSTRUCTED TO

- Move or crawl away from gunfire, trying to put barriers between you and the shooter.
- Understand that many barriers may visually conceal a person from gunfire but may not be bulletproof.
- Try to get behind or inside a building. Stay down and away from windows.
- When reaching a relatively safe area, stay down and do not move. Do not peek or raise your head.
- Listen for directions from law enforcement.
- Provide your name to the work area supervisor who is accounting for all staff.
- Help others by being calm and quiet.
- Provide law enforcement with as much information as possible, such as:
 - ✓ Is the suspect still on site and do you know the current location?
 - ✓ Where was the specific location of occurrence?
 - ✓ Are there wounded staff members? How many?
 - ✓ Description of all weapons (hand gun, shotgun, automatic, dangerous objects, explosive devices, other).
 - ✓ Describe sound and number of shots fired.

SCENE OF INCIDENT

- The scene of an incident/crime shall be preserved.
- With the exception of rescue and law enforcement personnel, no one is allowed to enter the immediate area or touch anything.
- Any witnesses, including staff members, should be held near the area of the incident and be made available to law enforcement for questioning.
- Law enforcement responding to the incident will coordinate activities at the scene of the incident and release the area to school officials when finished.

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.

HOSTILE VISITOR

A hostile visitor could be an irate parent, a staff member, a neighbor, stranger, or an acquaintance of a staff member. The situation may begin in the front office; however, the individual may bypass the office and go directly to the target of his/her hostility. It is the responsibility of staff to protect staff and students, attempt to defuse the situation, and, if necessary, notify law enforcement.

UNDERSTANDING NONVERBAL MESSAGES

Body language plays a role in communication. Nonverbal cues are especially crucial when dealing with a person who is upset and potentially violent. Pay attention to signs that a person is angry or frightened. These include:

- Trembling
- Sweating
- A red face
- Crossed arms
- Clenched jaw or fists
- Shallow breathing
- Glaring or avoiding eye contact
- Pacing the floor
- Sneering
- Crying
- Ranting
- Quickly Glancing/Searching Around the room

SEND THE RIGHT NONVERBAL MESSAGES

Don't get too close. An angry or upset person feels threatened by someone who stands too close. Give the person two to four feet distance away from you.

Avoid any of the following:

- Glaring or staring at the visitor
- Threatening mannerisms such as clenched fists and a raised voice.
- Getting angry
- Touching the individual
- Disregarding the person's opinion or blaming the person

Consider doing the following:

- Being courteous and confident
- Protecting yourself at all times

- Finding another staff member to join you or keep the meeting in an open area
Listening to the visitor, giving him/her the opportunity to vent

ATTEMPT TO USE PHRASES SUCH AS:

- What can we do to make this better?
- I understand the problem and I am concerned.
- We need to work together on this problem.

WHAT TO DO:

- Call code on the walkie (Code Yellow or Red depending on the severity of the situation) to get help de-escalating, other staff would also all come out.
- Notify the Executive Director.
- If the situation does not de-escalate, **call 911** and stay on the line. State your address, and exact location of hostile visitors. Identify buildings by letter (A, B, C, D, etc.) or number and use directions (North, South, East or West) for law enforcement as they enter the grounds. Give a description of the hostile visitor.
- If possible, assign a staff member to meet law enforcement and direct them to the location.
- The staff member should unlock any gate that makes access to campus easier and faster.
- If possible, notify the Site Administrator.
- If necessary, activate the Incident Command System, using only those parts of ICS as determined by the information at hand. Expand ICS as needed.
- Use staff members to keep others away from the location of the hostile visitor.

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 6/10/2025

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/guardians¹ 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

¹ 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.

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

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 and Expulsion Offenses. Students may be suspended and recommended for expulsion when it is determined the student:
 - a. Caused, attempted to cause, or threatened to cause physical injury to another person or 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. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.
 - 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. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.
- 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 and Expulsion Offenses: Students **must** be suspended and recommended for expulsion 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.

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 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.

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) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with 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

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.

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 or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from 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 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 3/3/2025

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.

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), sexual orientation, gender, gender identity, gender expression, immigration status, 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, locs, and twists), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age, or any combination of those characteristics, association with a person or group with one or more of these actual or perceived characteristics or any combination of those characteristics, or based on any other characteristic protected under applicable state or federal law or local ordinance. 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 who 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. 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.

This policy applies to incidents occurring on the school campus, at school-sponsored events and activities regardless of the location, through school-owned technology, and through other electronic means, whether perpetrated by a student, employee, parent/guardian, volunteer, independent contractor or other person with whom CWCS does business, and all acts of CWCS' Board of Directors ("Board") in enacting policies and procedures that govern CWCS.

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.

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

Harassment means conduct based upon one or more of the protected characteristics listed above that is severe or pervasive, which unreasonably disrupts an individual's educational or work environment or that creates a hostile educational or work environment. Harassment includes, but is not limited to:

- Verbal conduct such as epithets, derogatory jokes, comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school based on any of the protected characteristics listed above.

- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected characteristics listed above.

Sexual Harassment

In accordance with Title IX (20 U.S.C. § 1681 *et seq.*; 34 C.F.R. Part 106 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.

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).

Under California Education Code section 212.5, 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.

Examples of conduct that may fall within the Title IX definition of sexual harassment, the Education Code definition of sexual harassment, or both:

- 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 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 the 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.

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 hate violence or create 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:

- Placing a reasonable student or students in fear of harm to that student's or those students' person or property.
- Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health.
- Causing a reasonable student to experience a substantial interference with the student's academic performance.
- 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, video 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 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:

- A message, text, sound, video, or image.
- A post on a social network Internet Web site including, but not limited to:
 - 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 student 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 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.

- 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 student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- An act of “Cyber sexual bullying” including, but not limited to:
 - 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 the 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.
 - “Cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- Notwithstanding 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:

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

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 students 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 students.

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 and provides its certificated employees with information on existing school and community resources related to the support of these groups. 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

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:

- Are written and signed;
- Filed by an individual who alleges that they have 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

- 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 sexual harassment grievance procedures listed below in addition to its UCP when applicable.

Submitting a Report or Complaint

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.

Reports and complaints of misconduct prohibited by this Policy shall be submitted to the Coordinator (or the Board Secretary if the complaint is against the Coordinator) as soon as possible after the incidents giving rise to the report or complaint.

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 and complaints 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 and/or complainant confidential, as appropriate, except to the extent necessary to comply with applicable law, carry out the investigation and/or to resolve the issue, as determined by the of CWCS 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 Title IX Coordinator, investigator or decision-maker and any person who facilitates an informal resolution process will receive Title IX training and/or instruction concerning sexual harassment as required by law.

Supportive Measures Under Title IX

Upon the receipt of a report of sexual harassment or a 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 or complaint of misconduct prohibited by this Policy, the Coordinator or designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than thirty (30) school days.

At the conclusion of the investigation, the Coordinator or designee will 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 designee will not reveal confidential information related to other students or employees.

If the complaint is against the Coordinator, the Board Secretary or designee will conduct a fact-finding investigation and provide the complainant with information about the investigation and resolution of the incident/situation.

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 thirty (30) school days. If the investigator determines that an investigation will take longer than thirty (30)

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 entire Title IX process, including informal resolution, opportunities to respond, and determination of responsibility may take ninety (90) calendar days or longer, depending on the complexity of the investigation and the issues raised.

- 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 for complaints within the scope of this Policy, other than formal sexual harassment, 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 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: 1) give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome; 2) issue a written decision describing the result of the appeal and the rationale for the result; and 3) 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

First Responder Review Date:– Sgt. Jeff Wilson, Union City PD

Board Approval Date:

Coversheet

Approval of the Comprehensive School Safety Plan for Connecting Waters Charter School, Central Valley

Section: V. Items Scheduled for Consideration and/or Action
Item: H. Approval of the Comprehensive School Safety Plan for Connecting Waters Charter School, Central Valley
Purpose: Vote
Submitted by:
Related Material: CV-PF 26_27 Comprehensive Safety Plan 2.10.26.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

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.

- (k) Communication with students via an employee's personal accounts such as email and/or social media.

***Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission
(These behaviors should only be exercised when a staff member has parent and supervisor permission.)***

- (a) Giving students a ride to/from school or school activities
- (b) Being alone in a room with a student at school with the door closed.
- (c) Allowing students in your home.

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)

- (d) Remarks about the physical attributes or development of anyone.
- (e) Excessive attention toward a particular student.
- (f) 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: Immigration Enforcement Notification Procedures (Ed. Code § 32282(a)(2)(N))

Pursuant to SB 98 (2025), Connecting Waters Charter School shall promptly notify parents/guardians, teachers, administrators, and school personnel when immigration enforcement activity is confirmed to be present on school grounds, offices, or learning centers.

Definitions

- **Immigration enforcement:** Any and all efforts to investigate, enforce, or assist in the investigation or enforcement of any federal civil or criminal immigration law. Immigration enforcement can be presumed to be occurring when carried out by any officer or agent from U.S. Immigration and Customs Enforcement (ICE), U.S. Customs and Border Protection (CBP), or other federal agency engaged in civil or criminal immigration enforcement.
- **Confirmed presence:** Presentation of valid judicial warrant, visual confirmation by staff, verbal acknowledgment by law enforcement official, or other reliable evidence.

Mandatory Notification Procedure

Upon confirmation of immigration enforcement presence at a school site, the site administrator or designee shall consider the safety and well-being of the pupils, employees, and community members associated with the school site when determining when and how to issue the notification, and issue such notification to:

- All parents/guardians

- All teachers, administrators, and school personnel

Notifications shall be sent using one or more of the following methods: automated phone call, email communication, text message, app push notification, or posting on the school website. Notifications shall not include any personally identifiable information.

Notification Content

Notifications must be provided in English and in all languages required under Education Code § 48985 and should include:

- Confirmation that immigration enforcement activity occurred and the date and other information considering the safety and well-being of the school community
- Assurance that the school is monitoring the situation and prioritizing student safety
- Reminder that every child has the right to attend school regardless of immigration status
- Link or reference to school resources for immigrant families (if available)

Sample Notification Language (to be translated and revised to suit the particular situation):

URGENT: Immigration Enforcement Activity on Campus

Dear Parents/Guardians and Staff:

This is an important update from Connecting Waters Charter School. Federal immigration enforcement activity occurred on [LOCATION] on [DATE].

Our school remains open and focused on student safety and learning. No immigration enforcement actions are permitted in classrooms or student areas without a valid judicial warrant. We are monitoring the situation closely.

If you have questions or concerns, please contact the front office or our family resource center.

Every child has the right to a free public education regardless of immigration status.

*Thank you,
Jerri Levers*

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.

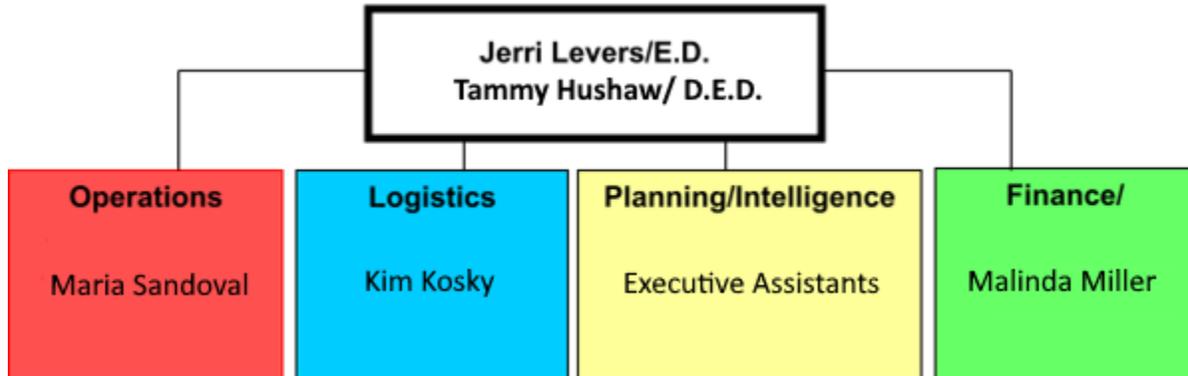
In the EOC (Emergency Operations Center), this means that first responder representatives will essentially be running response activities in consultation with the organization’s Management Staff and Section Chiefs. In the field, Team Leaders and Team Members will work alongside first response teams, *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 – Central Valley 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.

LOCKDOWN/REVERSE EVACUATION PROCEDURES

Some emergencies may prevent safe evacuation and require steps to isolate staff from danger by instituting a lockdown. Other emergencies may occur prior to the work day, during break or lunch periods, or after the work day. When staff may be outside the school building or work site, a reverse evacuation should be initiated.

All employees need to be familiar with the specific actions they must take during lockdowns or reverse evacuation. Discussions, training, and practice drills are essential to make these procedures workable.

In the event of a lockdown, soft lockdown or reverse evacuation, work area supervisors must utilize the following procedures:

- ✓ If outside, move to the nearest building or room providing it is a safe route and that you are not moving in the direction of danger.
- ✓ If inside, stay inside.
- ✓ Lock door(s) to buildings and or work areas.
- ✓ If possible, quickly close all windows and then move away from the windows.
- ✓ Use caution when allowing late reporting staff to enter into a classroom.
- ✓ Have staff hide, if appropriate.
- ✓ Take roll using the Staff Accountability Form.
Report any “extra” staff that sought cover in your work area. Take this form with you if you are directed by the Incident Commander (IC) to evacuate your work area at a later time.
- ✓ Await further instructions from the Incident Commander via public address system, phone or an e-mail notification to all staff.
- ✓ **DO NOT** use the telephone to call out as all lines must be kept open, unless there is a dire emergency in your work area.
- ✓ Remain in the room/office until a member of the Emergency Management Team or a law

enforcement officer arrives with directions.

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.

SHOOTING/STABBINGS

No single warning sign can predict that a dangerous act will occur; however, certain warning signs may indicate that someone is close to behaving in a way that is potentially dangerous to self and/or others. Imminent warning signs usually are present as a sequence of overt, serious, or hostile behaviors or threats directed at peers, staff (usually more than one staff member), as well as the person's immediate family.

A weapon is typically defined as a device, instrument, material, or substance that is used for, or is readily capable of, causing death or serious bodily injury (excluding a knife with a blade of less than 2 1/2 inches in length).

IMMINENT WARNING SIGNS REQUIRE AN IMMEDIATE RESPONSE AND MAY INCLUDE THE FOLLOWING

- Physically fighting with peers or family members.
- Hostile interactions with law enforcement that involve a number of recorded incidents.
- Hostile interactions with staff and administration.
- Destruction of property (school, home, community).
- Severe rage for seemingly minor reasons.
- Detailed (time, place and method) threats (written and/or oral) to harm or kill others.
- Possession and/or use of firearms and other weapons.
- Self-injurious behaviors or threats of suicide.
- Possession of a weapon, particularly a firearm, with a threat to use it.

If there is any threat of a firearm on campus, Connecting Waters Charter School will call law enforcement.

WHAT TO DO IF A SHOOTING/STABBING OCCURS AT THE SCHOOL OFFICE

- The first indications of a shooting may include: sound of gunfire, loud cracking sounds, banging noises, windows shattering, glass exploding, bullets ricocheting or a report of a stabbing incident on campus.
- **Call 911.** Identify your address, and succinctly explain the emergency incident and exact location. Stay on the line until the **911** dispatcher has all the information needed to respond to the situation.
- Activate Incident Command System (ICS) with Emergency Management Team.
- Establish Command Post (CP) and appoint Incident Commander (IC) and communicate location to law enforcement and fire/rescue units.
- Notify appropriate individuals, i.e. Administrators, Policy Group.
- Provide information, when practicable, about the incident to staff via PA system, e-mail or by phone.
- Account for all staff members by using phone or e-mail or other communication means. Attempt to determine if the shooter/stabber is still on the work site.
- Attempt to determine if the weapon has been found or secured.
- Attempt to determine if the shooter/stabber has been identified.
- Assign a liaison (preferably an administrator) to interface with law enforcement and fire department.
- Liaison can supply law enforcement with radio or phone communication, phone numbers, maps, keys, and other information deemed pertinent to the safe operation of the incident.
- Gather witnesses in a secure room for law enforcement questioning. DO NOT allow witnesses to talk to one another (to protect the investigation). Assign staff to stay with witnesses until law enforcement arrives.
- Develop a plan to evacuate staff to an off-site or alternate evacuation area should it be necessary to evacuate the building.
- Gather information of staff members involved in the incident.
- Prepare written statements for telephone callers and media in cooperation with law enforcement and the Managing Director or Public Information Officer. Add a public statement to the website and social media accounts.
- Provide a liaison representative for family members for any injured staff members.
- Provide a Crisis Response Team to provide counseling and to help deal with any psychological factors.

IF STAFF ARE OUTSIDE, THEY SHOULD BE TRAINED AND/OR INSTRUCTED TO

- Move or crawl away from gunfire, trying to put barriers between you and the shooter.
- Understand that many barriers may visually conceal a person from gunfire but may not be bulletproof.

- Try to get behind or inside a building. Stay down and away from windows.
- When reaching a relatively safe area, stay down and do not move. Do not peek or raise your head.
- Listen for directions from law enforcement.
- Provide your name to the work area supervisor who is accounting for all staff.
- Help others by being calm and quiet.
- Provide law enforcement with as much information as possible, such as:
 - ✓ Is the suspect still on site and do you know the current location?
 - ✓ Where was the specific location of occurrence?
 - ✓ Are there wounded staff members? How many?
 - ✓ Description of all weapons (hand gun, shotgun, automatic, dangerous objects, explosive devices, other).
 - ✓ Describe sound and number of shots fired.

SCENE OF INCIDENT

- The scene of an incident/crime shall be preserved.
- With the exception of rescue and law enforcement personnel, no one is allowed to enter the immediate area or touch anything.
- Any witnesses, including staff members, should be held near the area of the incident and be made available to law enforcement for questioning.
- Law enforcement responding to the incident will coordinate activities at the scene of the incident and release the area to school officials when finished.

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.

HOSTILE VISITOR

A hostile visitor could be an irate parent, a staff member, a neighbor, or an acquaintance of a staff member. The situation may begin in the front office; however, the individual may bypass the office and go directly to the target of his/her hostility. It is the responsibility of staff to protect staff and students, attempt to defuse the situation, and, if necessary, notify law enforcement.

UNDERSTANDING NONVERBAL MESSAGES

Body language plays a role in communication. Nonverbal cues are especially crucial when dealing with a person who is upset and potentially violent. Pay attention to signs that a person is angry or frightened. These include:

- Trembling
- Sweating
- A red face
- Crossed arms

- Clenched jaw or fists
- Shallow breathing
- Glaring or avoiding eye contact
- Pacing the floor
- Sneering
- Crying
- Ranting
- Quickly Glancing/Searching Around the room

SEND THE RIGHT NONVERBAL MESSAGES

Don't get too close. An angry or upset person feels threatened by someone who stands too close. Give the person two to four feet distance away from you.

Avoid any of the following:

- Glaring or staring at the visitor
- Threatening mannerisms such as clenched fists and a raised voice.
- Getting angry
- Touching the individual
- Disregarding the person's opinion or blaming the person

Consider doing the following:

- Being courteous and confident
 - Protecting yourself at all times
 - Finding another staff member to join you or keep the meeting in an open area
- Listening to the visitor, giving him/her the opportunity to vent

ATTEMPT TO USE PHRASES SUCH AS:

- What can we do to make this better?
- I understand the problem and I am concerned.
- We need to work together on this problem.

WHAT TO DO:

- Call code on the walkie (Code Yellow or Red depending on the severity of the situation) to get help de-escalating, other staff would also all come out.
- Notify the Executive Director.
- If the situation does not de-escalate, **call 911** and stay on the line. State your address, and exact location of hostile visitors. Identify buildings by letter (A, B, C, D, etc.) or number and

use directions (North, South, East or West) for law enforcement as they enter the grounds.
Give a description of the hostile visitor.

- If possible, assign a staff member to meet law enforcement and direct them to the location.
- The staff member should unlock any gate that makes access to campus easier and faster.
- If possible, notify the Site Administrator.
- If necessary, activate the Incident Command System, using only those parts of ICS as determined by the information at hand. Expand ICS as needed.
- Use staff members to keep others away from the location of the hostile visitor.

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.

Connecting Waters Charter School Suspension and Expulsion Procedures CWCS Board Approved 6/10/2025

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/guardians¹ 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

¹ 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.

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

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 and Expulsion Offenses. Students may be suspended and recommended for expulsion when it is determined the student:
 - a. Caused, attempted to cause, or threatened to cause physical injury to another person or 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. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.
 - 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. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.
- 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 and Expulsion Offenses: Students **must** be suspended and recommended for expulsion 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.

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 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.

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) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with 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

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.

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 or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from 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 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 3/3/2025

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.

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), sexual orientation, gender, gender identity, gender expression, immigration status,

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, locs, and twists), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age, or any combination of those characteristics, association with a person or group with one or more of these actual or perceived characteristics or any combination of those characteristics, or based on any other characteristic protected under applicable state or federal law or local ordinance. 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 who 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. 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.

This policy applies to incidents occurring on the school campus, at school-sponsored events and activities regardless of the location, through school-owned technology, and through other electronic means, whether perpetrated by a student, employee, parent/guardian, volunteer, independent contractor or other person with whom CWCS does business, and all acts of CWCS' Board of Directors (“Board”) in enacting policies and procedures that govern CWCS.

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.

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

Harassment means conduct based upon one or more of the protected characteristics listed above that is severe or pervasive, which unreasonably disrupts an individual's educational or work environment or that creates a hostile educational or work environment. Harassment includes, but is not limited to:

- Verbal conduct such as epithets, derogatory jokes, comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school based on any of the protected characteristics listed above.
- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected characteristics listed above.

Sexual Harassment

In accordance with Title IX (20 U.S.C. § 1681 *et seq.*; 34 C.F.R. Part 106 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.

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).

Under California Education Code section 212.5, 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.

Examples of conduct that may fall within the Title IX definition of sexual harassment, the Education Code definition of sexual harassment, or both:

- 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 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 the 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.

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 hate violence or create 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:

- Placing a reasonable student or students in fear of harm to that student's or those students' person or property.
- Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health.
- Causing a reasonable student to experience a substantial interference with the student's academic performance.
- 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, video 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 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:

- A message, text, sound, video, or image.
- A post on a social network Internet Web site including, but not limited to:
 - 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 student 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 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.

- 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 student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- An act of “Cyber sexual bullying” including, but not limited to:
 - 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 the 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.
 - “Cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- Notwithstanding 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:

- To never share passwords, personal data, or private photos online.
- To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.

- That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- To consider how it would feel receiving such comments before making comments about others online.

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 students 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 students.

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 and provides its certificated employees with information on existing school and community resources related to the support of these groups. 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

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:

- Are written and signed;
- Filed by an individual who alleges that they have 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
- 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 sexual harassment grievance procedures listed below in addition to its UCP when applicable.

Submitting a Report or Complaint

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.

Reports and complaints of misconduct prohibited by this Policy shall be submitted to the Coordinator (or the Board Secretary if the complaint is against the Coordinator) as soon as possible after the incidents giving rise to the report or complaint.

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 and complaints 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 and/or complainant confidential, as appropriate, except to the extent necessary to comply with applicable

law, carry out the investigation and/or to resolve the issue, as determined by the of CWCS 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 Title IX Coordinator, investigator or decision-maker and any person who facilitates an informal resolution process will receive Title IX training and/or instruction concerning sexual harassment as required by law.

Supportive Measures Under Title IX

Upon the receipt of a report of sexual harassment or a 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 or complaint of misconduct prohibited by this Policy, the Coordinator or designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than thirty (30) school days.

At the conclusion of the investigation, the Coordinator or designee will 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 designee will not reveal confidential information related to other students or employees.

If the complaint is against the Coordinator, the Board Secretary or designee will conduct a fact-finding investigation and provide the complainant with information about the investigation and resolution of the incident/situation.

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 thirty (30) school days. If the investigator determines that an investigation will take longer than thirty (30) 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 entire Title IX process, including informal resolution, opportunities to respond, and determination of responsibility may take ninety (90) calendar days or longer, depending on the complexity of the investigation and the issues raised.
 - 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 for complaints within the scope of this Policy, other than formal sexual harassment, 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 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: 1) give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome; 2) issue a written decision describing the result of the appeal and the rationale for the result; and 3) 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:

Coversheet

Approval of the Connecting Waters Charter Schools Employee Handbook for 2026-2027

Section: V. Items Scheduled for Consideration and/or Action
Item: I. Approval of the Connecting Waters Charter Schools Employee Handbook for 2026-2027
Purpose: Vote
Submitted by:

BACKGROUND:

The annually updated employee handbook for the 2026-2027 school year. Reviewed by our legal advisors and updated as necessary

Coversheet

Approval of CWCS Policy Regarding Immigration Enforcement Activity

Section: V. Items Scheduled for Consideration and/or Action
Item: J. Approval of CWCS Policy Regarding Immigration Enforcement Activity
Purpose: Vote
Submitted by:
Related Material: Immigration Enforcement Activity.docx.pdf

BACKGROUND:

NEW LAW (AB 495, 2025) which requires districts to update their policies by March 1, 2026, with language that is equivalent to the model policy language developed by the California Attorney General in, "Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Requests for Access and Information for Immigration Enforcement Purposes."

RECOMMENDATION:

Young Minney & Corr recommend adoption of this policy Which would replace our current "Educational Equity and Immigration Status Policy" to stay compliant with the newly passed law.



POLICY REGARDING IMMIGRATION ENFORCEMENT ACTIVITY

I. PURPOSE AND COMMITMENT

Connecting Waters Charter Schools (or “CWCS”) fosters a safe, welcoming environment where all students, educators, and staff feel supported and connected. CWCS supports all students' right to education regardless of immigration status. State law requires that all public schools adopt policies in that regard.

CWCS finds school facilities, official school activities (including those in public places), adjacent areas, and all property owned, controlled, or leased by CWCS as “sensitive locations” under state law, and seeks commitments from contractors and service providers not to facilitate immigration enforcement at these locations unless law requires it.

CWCS also provides the following information about children's educational rights as contained in this Policy, to all families upon enrollment and/or with the Student/Family Handbook.

- The California Attorney General's *Know Your Educational Rights* handout. This handout is also posted in all administrative buildings on the school sites and is available on the school website.
<https://oag.ca.gov/system/files/attachments/press-docs/Immigration-Enforcement%20Actions%20at%20California%20Schools.pdf>
- The California Attorney General’s “Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California’s TK-12 Schools in Responding to Requests for Access and Information for Immigration Enforcement Purposes”, which can be found at
<https://oag.ca.gov/system/files/media/school-guidance-model-k12.pdf>.

All notices, enrollment materials, registration information, and complaint procedures are language-accessible pursuant to state and federal law.

II. DEFINITIONS

- “*Immigration enforcement*” includes any efforts to investigate, enforce, or assist in investigating or enforcing federal civil immigration law, and any efforts to investigate, enforce, or assist in investigating or enforcing federal criminal immigration law that penalizes a person's presence in, entry, reentry to, or employment in the United States.



- “*Schoolsite*” means an individual school campus, a non-public area where we hold school-related activities (e.g. a resource center), or school buses and other transportation we provide.

III. ANTI-DISCRIMINATION AND HARASSMENT

CWCS prohibits discrimination, harassment, intimidation, and bullying based on protected characteristics including but not limited to, immigration status, nationality, race, ethnicity, citizenship status, color, religion, national origin, ancestry, or association with any protected group. This applies to schoolsites, at school-related events, and through school-owned technology.

CWCS promptly and thoroughly investigates complaints of unlawful harassment or discrimination and takes appropriate corrective action when warranted. CWCS educates students to respect all peers regardless of protected characteristics and teaches them about bullying's negative impact.

CWCS trains teachers, staff, and personnel to recognize their legal duty to eliminate hostile environments and respond to harassment incidents, and informs students who experience hate crimes of their right to report them.

CWCS's Uniform Complaint Policy and Procedures and Harassment, Discrimination, Intimidation, & Bullying Policy are available for review upon request and/or on the school's website.

IV. STUDENT INFORMATION COLLECTION AND PROTECTION

General Principles

CWCS does not request citizenship or immigration documents, information, or proof of citizenship or immigration status for enrollment, other than documents we might review but not retain to establish a child's birthdate, or when state or federal law requires it to administer education programs. CWCS does not:

- Allow school resources or data to create registries based on race, gender, sexual orientation, religion, ethnicity, or national origin
- Inquire about students' or parents' citizenship or immigration status
- Require documentation that may indicate immigration status (green cards, voter registration, passports, citizenship papers) to the exclusion of other permissible documents
- Use any information the school might possess about immigration status, citizenship status, or national origin to discriminate against students or families or bar children from enrollment



12420 Bentley Street
Waterford, CA 95386
(209) 874-1119 Ext.6
Fax: (209) 874-9531

Enrollment Documentation

For Proof of Residency, CWCS accepts:

- Property tax bills
- Rental contracts, leases, or payment receipts
- Utility service contracts, statements, or payment receipts

For Age Verification, Charter School accepts:

- Certified birth record
- Statement by local registrar or county recorder certifying date of birth
- Baptism certificate
- Passport
- When none are available, an affidavit from parent, guardian, or custodian, or other appropriate proof

In most cases, any one document from each category is sufficient. Age-verification documents (e.g. birth certificates or passports) that reveal immigration or citizenship status will be used only to verify age, and will not be retained in the student's education record.

Students experiencing homelessness may enroll even without typical documentation if otherwise eligible, consistent with the McKinney-Vento Homeless Assistance Act.

Special Program Information

When law requires national origin information for special programs (such as language instruction for English learners), CWCS collects it separately from enrollment. CWCS may ask for (but do not require) place of birth, U.S. entry date, and date first attending U.S. school. CWCS does not use this information to discriminate or prevent enrollment if families choose not to provide it.

Social Security Information

CWCS does not collect entire social security numbers or cards for enrollment. CWCS may request the last four digits of an adult household member's Social Security number only to establish federal benefit program eligibility. When such information is requested, CWCS explains this limited purpose and clarifies that not providing it does not bar enrollment.

CWCS treats all students equitably in receiving school services, including lunch programs, transportation, and educational instruction.

V. SHARING STUDENT INFORMATION

General Policy



CWCS requires written parental consent (or consent from students aged 18+) before releasing personally identifiable student information, except when FERPA permits disclosure without consent (such as directory information or information relevant to legitimate educational interests).

CWCS's requests for written consent include:

- Parent, guardian, or eligible student's signature and date
- Description of records disclosed
- Reason for release
- Parties receiving the information
- If requested, a copy of the records

Parents may choose to withhold such consent, in which case CWCS does not release it. CWCS permanently keeps consent notices with record files.

CWCS avoids disclosing information that might indicate a student's or family's citizenship or immigration status unless the Family Educational Rights and Privacy Act (FERPA), other federal or state law, or a valid court order, warrant, or subpoena authorizes it. CWCS provides parent or guardian notification before responding to court orders, warrants, or subpoenas, except for child abuse/neglect investigations or when the subpoena, warrant, or order prohibits disclosure.

FERPA exceptions do not authorize disclosure for immigration enforcement purposes. Immigration enforcement does not serve a legitimate educational interest, and immigration status is not directory information.

Families can review our complete Education Records and Student Information Policy upon request and/or on the school website. CWCS provides annual notice of this policy, including directory information and opt-out rights.

Immigration Enforcement Officers

Unless required by a valid judicial warrant or subpoena, or other court order, CWCS does not disclose student education records or any personally identifiable information about students or their families—in any form—to immigration enforcement officers conducting an immigration enforcement action without written parental consent, including students' home address and travel schedules.

When a valid judicial warrant, subpoena, or other court order requires disclosure, CWCS notifies parents or guardians as soon as practicable.

Response to Information Requests



When CWCS receives information requests related to immigration or citizenship status of a student, staff will:

1. Notify a designated school official (Site Administrator, Deputy or Executive Director)
2. Provide students and families appropriate notice and description of the request
3. Document verbal or written requests from immigration authorities
4. Unless prohibited, provide students and parents copies of documents issued by immigration enforcement officers

VI. CAMPUS/RESOURCE CENTER ACCESS FOR IMMIGRATION ENFORCEMENT

Consistent with California law, CWCS does not permit immigration enforcement officers to enter nonpublic areas of a schoolsite for immigration enforcement activity unless they present a valid judicial warrant or court order. If a law enforcement official presents such documentation, CWCS requests they not interrupt students and faculty during class time and instead wait until a designated break period.

Response Procedures

Staff notify the school Site Administrator, Deputy Executive Director, Executive Director or designee as soon as practicable about any immigration enforcement official request for student access, campus/resource center access, or document review.

Staff take these steps when an immigration or any other law enforcement official arrives at a schoolsite:

1. **Initial Contact:** Explain to the official that staff must first notify and receive direction from the Site Administrator, Deputy Executive Director, Executive Director
2. **Purpose:** Ask and document the official's stated reason for being at the schoolsite
3. **Documentation:** Request and copy the officer's credentials (name and badge number) and supervisor's phone number, and to produce documentation authorizing schoolsite access
4. **Record Keeping:** Make and retain copies of documentation the official produces
5. **Exigent Circumstances:** If the official declares exigent circumstances (such as a felony in progress on the schoolsite) and demands immediate access, comply with orders and immediately contact the Site Administrator, Deputy Executive Director, Executive Director
6. **Levels of Response:** If no exigent circumstances exist, respond according to the official's documentation:
 - o **ICE or other administrative warrant:** For warrants not signed by a judge, do not permit entry to nonpublic areas of the schoolsite. Refer to Site Administrator, Deputy Executive Director, or Executive Director.
 - o **Judicial/court-issued warrant or court order:** Compliance is usually required to follow what is described in the court-issued order. When feasible, consult Site



- Administrator, Deputy Executive Director, Executive Director or legal counsel for next steps
- o **Subpoena:** Physical access to the schoolsite is not required. Subpoenas seek documents. Inform the Site Administrator, Deputy Executive Director, Executive Director and await instructions. Do not permit entry to nonpublic areas
7. **Cooperation Without Consent:** While staff should not consent to access except as described above, they should not physically impede law enforcement officials, even if officials appear to exceed warrant authorization. Document law enforcement officials' actions if they enter without consent
 8. **Parental Notification:** The schoolsite administrator may notify the student's parent or guardian's consent if a law enforcement official requests or gains access to a student for immigration enforcement, unless access is pursuant to a judicial warrant.
 9. **Required Notifications:**
 - o The Executive Director or designee submits a timely report to the Board of Directors regarding immigration enforcement requests, actions, and CWCS's responses, ensuring confidentiality of potentially identifying information
 - o The Executive Director or designee emails the Bureau of Children's Justice at BCJ@doj.ca.gov regarding any immigration enforcement official's attempt to access the school site or a student
 - o CWCS follows its Comprehensive School Safety Plan procedures for notifying parents, guardians, students, teachers, administrators, and staff when CWCS confirms immigration enforcement presence on the schoolsite.
 10. **Immediate Supervision:** CWCS staff will remain with the student and provide immediate supervision of the student while immigration enforcement officers are on campus.

VIII. SUPPORT FOR AFFECTED FAMILIES

Emergency Preparedness

CWCS encourages families to have emergency phone numbers and know where they keep important documentation (birth certificates, passports, Social Security cards, doctors' contacts, medication lists, allergy lists) to prepare for potential family member detention or deportation.

CWCS permits and encourages students and families to update emergency contact information throughout the school year and provide alternative contacts when no parent or guardian is available. Families may include a trusted adult guardian as a secondary or tertiary emergency contact in case parents or guardians are detained. CWCS uses emergency card information only for specified emergencies, not for other purposes.

Caregiver Authorization Affidavits



CWCS encourages families to support relative caregivers in completing a Caregivers Authorization Affidavit. CWCS will rely on a signed, completed Affidavit to allow an authorized caregiver to enroll a student in school and to consent to school-related medical care. A parent's signature is not required on the Caregiver Authorization Affidavit. This form is available [HERE](#).

When Parents Are Detained or Deported

If immigration authorities detain or deport a student's parent or guardian, CWCS:

- Uses the student's emergency card contact information to release the student to designated emergency contacts
- Releases the student to an adult presenting a Caregiver's Authorization Affidavit on the student's behalf
- Contacts child protective services if the school cannot arrange timely care through emergency contacts, a Caregiver's Authorization Affidavit, or other parent-provided information or instructions

Family Safety Plans

CWCS encourages families to develop Family Safety Plans to store at known locations. These plans identify trusted adults who can care for students if parents or guardians cannot. Students should know who their trusted adult is, that this person is their contact if parents are detained or deported, and how to reach them.

Additional Resources

When a family member is detained, CWCS may refer students and families to:

ICE Detainee Locator (<https://locator.ice.gov/odls#/search>)

- Helps determine if and where family members are detained
- Requires date of birth and Alien Registration Number (A-Number) if available
- **Note:** Use this only to locate detained individuals. CWCS never refers students, parents, or guardians to ICE or immigration enforcement for general immigration status questions

Legal Assistance

- Legal aid organizations may secure detained parents' release or arrange student visits
- California organizations accredited by the Board of Immigration Appeals:
<https://www.justice.gov/eoir/recognition-accreditation-roster-reports>
- California court Self-Help Centers for family law assistance:
<http://www.courts.ca.gov/selfhelp-selfhelpcenters.htm>
- Legal aid offices and lawyer referral services: <http://www.courts.ca.gov/1001.htm>



12420 Bentley Street
Waterford, CA 95386
(209) 874-1119 Ext.6
Fax: (209) 874-9531

Consulates or Embassies

- The parent's or guardian's country of origin may offer additional information and assistance

Coversheet

Approval of Deletion of Educational Equity and Immigration Status Policy

Section: V. Items Scheduled for Consideration and/or Action
Item: K. Approval of Deletion of Educational Equity and Immigration Status Policy
Purpose: Vote
Submitted by:
Related Material: Educational Equity and Immigration Status Policy Spanish 6.25.docx.pdf
Educational Equity and Immigration Status Policy 6.25.pdf

BACKGROUND:

This policy is recommended to be deleted as new language and compliance with new law is included in the Immigration Enforcement Activity Policy



Política de Equidad Educativa y Estatus Migratorio

La Junta Directiva de Connecting Waters CWCS ("CWCS" o "CWCS") reconoce y honra el logro de la educación para el mejoramiento del individuo y la comunidad, y está comprometida a formar un ambiente escolar positivo en el que los estudiantes, educadores y el personal se sientan seguros, bienvenidos, apoyados y conectados.

CWCS proporcionará un entorno de aprendizaje seguro y tranquilo para todos los estudiantes y el personal. CWCS define las áreas sensibles o seguras como sus escuelas, las actividades oficiales de sus escuelas, incluidas las que se realizan en lugares públicos y áreas adyacentes, y todas las propiedades de CWCS, incluyendo, entre otras, las instalaciones que CWCS posee, controla o alquila. Cuando contratistas o proveedores de servicios externos (en particular, oficiales de recursos escolares) estén presentes regularmente en áreas sensibles o seguras o tengan acceso a información estudiantil, CWCS solicitará el compromiso de dichas partes de no facilitar la aplicación de la ley migratoria en ninguna de las áreas sensibles o seguras de CWCS, a menos que la ley lo exija.

Se proporcionará a los estudiantes y padres información sobre los derechos de los niños a una educación gratuita independientemente de su estatus migratorio o creencias religiosas y el folleto Conozca sus derechos del Fiscal General al momento de la inscripción en CWCS.

Todos los avisos proporcionados a los padres/tutores conforme a esta Política deberán estar disponibles en diferentes idiomas, de conformidad con las leyes estatales y federales. La información sobre inscripción, registro y procedimientos uniformes de quejas que se proporciona en el sitio web de CWCS deberá estar disponible en diferentes idiomas, de conformidad con las leyes estatales y federales.

Respondiendo a los Crímenes de Odio y la Intimidación

CWCS ha adoptado y publicado una Política de Título IX sobre Acoso, Intimidación, Discriminación y Bullying, así como una Política de Procedimientos Uniformes de Quejas (UCP), y notifica anualmente a las familias sobre la misma. Estas políticas prohíben expresamente la discriminación, el acoso, la intimidación y el bullying por motivos de características protegidas, reales o percibidas, incluyendo, entre otros, estatus migratorio, nacionalidad, raza o etnicidad, estatus migratorio o de ciudadanía, color, religión, origen nacional, ascendencia o asociación con una persona o grupo con una o una combinación de estas características, reales o percibidas, o cualquier otra base protegida por leyes, ordenanzas o reglamentos federales, estatales y locales. La Política incluye los casos que ocurren en cualquier área del campus escolar, en eventos y actividades patrocinados por la escuela, independientemente de la ubicación, a través de tecnología propiedad de la escuela y otros medios electrónicos. De conformidad con el Título IX, Política de Acoso, Intimidación, Discriminación y Bullying y su Política y Procedimientos Uniformes de Quejas, CWCS investigará rápida y exhaustivamente cualquier queja de acoso ilegal, discriminación, intimidación o bullying que constituya un delito de odio o que se base de otra manera en las



características reales o percibidas enumeradas anteriormente, y tomará las medidas correctivas apropiadas, si corresponde.

CWCS advierte a los estudiantes que el comportamiento de odio o degradante es inapropiado e inaceptable en nuestra sociedad y en CWCS, y los anima a practicar la compasión y el respeto mutuo. CWCS educa a los estudiantes para que acepten a todos sus compañeros, independientemente de sus características protegidas, y sobre el impacto negativo del acoso escolar basado en estas características.

CWCS capacitará a los maestros, y al personal para asegurarse de que estén conscientes de su deber legal de tomar medidas razonables para eliminar un entorno hostil y responder a cualquier incidente de acoso basado en las características reales o percibidas señaladas anteriormente.

CWCS informará a los estudiantes víctimas de delitos de odio sobre su derecho a denunciarlos.

Las copias completas de la Política y Procedimientos Uniformes de Quejas y la Política del Título IX sobre Acoso, Discriminación, Intimidación y Bullying están disponibles para su consulta en el sitio web de la escuela.

Recopilación y Gestión de Información de Estudiantes y Familias

CWCS ha adoptado una Política de Registros Educativos e Información Estudiantil que se aplica a todos los registros educativos e información estudiantil que mantiene CWCS y notifica anualmente a todas las familias. El personal correspondiente recibirá capacitación sobre dichas políticas y procedimientos.

Además, CWCS deberá observar lo siguiente:

- Salvo que lo exija la ley estatal o federal o que sea necesario para administrar un programa educativo apoyado por el estado o el gobierno federal, los funcionarios y empleados de CWCS no recopilarán información ni documentos sobre la ciudadanía o el estado migratorio de los estudiantes o sus familiares.
- Si CWCS posee información que podría indicar el estado migratorio, el estado de ciudadanía o información de origen nacional, CWCS no utilizará la información adquirida para discriminar a ningún estudiante o familia ni impedir que los niños se inscriban o asistan a la escuela.
- Si los padres o tutores deciden no proporcionar información que pueda indicar su estatus migratorio, estatus de ciudadanía u origen nacional o el de sus hijos, CWCS no utilizará dichas acciones como base para discriminar a ningún estudiante o familia ni impedir que los niños se inscriban o asistan a la escuela.
- CWCS no permitirá que se utilicen recursos o datos escolares para crear un registro basado en raza, género, orientación sexual, religión, etnia u origen nacional.



- CWCS no preguntará específicamente sobre el estatus migratorio o de ciudadanía de un estudiante ni sobre el estatus migratorio o de ciudadanía de los padres o guardianes de un estudiante, ni el personal buscará o requerirá, con exclusión de otra documentación o información permitida, documentación o información que pueda indicar el estatus migratorio de un estudiante, como una tarjeta verde, registro de votante, un pasaporte o documentos de ciudadanía.

Admisiones y Matrícula

CWCS aceptará medios alternativos para establecer la residencia, la edad u otros criterios de elegibilidad para la inscripción o los programas, y esos medios alternativos incluirán entre ellos documentación o información que esté disponible para las personas independientemente de su estatus migratorio, estatus de ciudadanía u origen nacional, y que no revelen información relacionada con la ciudadanía o el estatus migratorio.

CWCS aceptará la siguiente lista de documentos como evidencia razonable de residencia:

- Recibos de pago de impuestos sobre la propiedad
- Contrato de alquiler de propiedad, arrendamiento o recibos de pago
- Contrato de servicios públicos, estados de cuenta o recibos de pago
- Talones de pago
- Registro de votantes
- Correspondencia de una agencia gubernamental
- Declaración de domicilio otorgada por el padre o tutor legal del estudiante
- Nota: nunca se solicitarán documentos, información o pruebas relativas a la ciudadanía o estatus migratorio de los estudiantes para el proceso de inscripción.

CWCS aceptará la siguiente lista de documentos como evidencia razonable de edad:

- Copia certificada del acta de nacimiento
- Declaración del registrador local o del registrador del condado que certifique la fecha de nacimiento
- Certificado de bautismo
- Pasaporte
- Cuando no se pueda obtener ninguno de los anteriores, una declaración jurada del padre, tutor o custodio, o cualquier otro medio apropiado para comprobar la edad del niño.

Los padres y guardianes no están obligados a proporcionar todos los documentos mencionados anteriormente. De acuerdo con la Ley McKinney-Vento de Asistencia a Personas sin Hogar, CWCS inscribirá de inmediato a un niño o joven sin hogar, incluso si no puede presentar comprobante de domicilio, edad u otra documentación normalmente requerida para la inscripción.



Nunca se solicitarán documentos, información ni comprobantes de ciudadanía o estatus migratorio de los estudiantes para el proceso de inscripción. Cuando la ley exija la presentación de información sobre el origen nacional para cumplir con los requisitos de un programa especial, el personal de CWCS solicitará dicha documentación o información por separado del proceso de inscripción.

CWCS puede solicitar (pero los padres no están obligados a proporcionar) cierta información relacionada con el origen nacional, como el lugar de nacimiento del estudiante, la fecha de entrada a EE. UU. y la fecha en que el estudiante asistió por primera vez a la escuela en EE. UU., para cumplir con los requisitos federales o estatales de informes para programas especiales (por ejemplo, para informar sobre programas de enseñanza de idiomas para estudiantes de inglés). Sin embargo, CWCS no utilizará los datos obtenidos para discriminar a estudiantes inmigrantes ni impedir que los niños se matriculen o asistan a la escuela si sus padres o guardianes deciden no proporcionar esta información. Para evitar disuadir la matriculación escolar inicial de los inmigrantes o sus hijos, CWCS recopilará esta información por separado del proceso de matriculación escolar, si es que lo hace.

Información del Seguro Social

A menos que la ley estatal o federal lo exija, CWCS no recopilará números ni tarjetas de Seguro Social completos, ni una declaración de que el padre, madre o guardian no posee un número de Seguro Social para la inscripción. El hecho de no proporcionar esta información no impedirá que el estudiante se inscriba o asista a CWCS. Sin embargo, se podrán solicitar o recopilar los últimos cuatro dígitos del número de Seguro Social de un miembro adulto del hogar si es necesario para determinar la elegibilidad para programas de beneficios federales, como comidas gratuitas o a precio reducido. Esta información del Seguro Social solo se recopilará con el propósito limitado de determinar la elegibilidad para programas de beneficios federales y no afectará la inscripción del estudiante. Si ningún miembro adulto del hogar tiene un número de Seguro Social, el estudiante aún puede calificar para comidas gratuitas o a precio reducido, si la familia cumple con los requisitos de elegibilidad de ingresos. Al recopilar los últimos cuatro dígitos del número de Seguro Social de un miembro adulto del hogar para determinar la elegibilidad para un programa de beneficios federales, CWCS explicará el propósito limitado para el cual se recopila esta información y aclarará que el hecho de no proporcionarla no impedirá que el estudiante se inscriba o asista a la escuela.

Compartir Información de Estudiantes y Familias

CWCS evitará la divulgación de información que pueda indicar la ciudadanía o el estatus migratorio de un estudiante o su familia si dicha divulgación no está autorizada por la Ley de Derechos Educativos y Privacidad Familiar (FERPA) u otra ley federal o estatal, o en virtud de una orden judicial, auto de arresto o citación válida. Salvo en el caso de investigaciones de abuso infantil, negligencia infantil o dependencia infantil, o cuando la citación notificada a CWCS prohíba la divulgación, CWCS notificará a los padres o guardianes sobre cualquier orden judicial, orden de arresto o citación antes de responder a dichas solicitudes.



CWCS requiere el consentimiento por escrito de los padres o guardianes, o del estudiante elegible (mayor de 18 años) para la divulgación de información personal identificable, a menos que dicha información se proporcione conforme a una excepción de la FERPA. Dichas circunstancias incluyen, entre otras, información clasificada como información de directorio o información relevante para el interés educativo legítimo del solicitante (por ejemplo, para revisar problemas de asistencia escolar, proporcionar a las escuelas información sobre el traslado de estudiantes, evaluar programas educativos financiados por el gobierno federal y llevar a cabo mediación por ausentismo escolar).

Las excepciones de FERPA generalmente no autorizan ni requieren la divulgación de información para fines de control de inmigración (es decir, el control de inmigración no responde a un interés educativo legítimo y el estatus migratorio no es información de directorio).

Puede consultar una copia completa de la Política de Registros Educativos e Información Estudiantil de CWCS en el sitio web de la escuela. CWCS también publica un aviso anual sobre esta política, incluyendo la lista de información del directorio y los derechos de exclusión, en su Manual del Estudiante.

La solicitud de CWCS para el consentimiento por escrito del estudiante elegible o del padre/tutor para la divulgación de información del estudiante deberá incluir:

- (a) La firma y la fecha del padre, guardián o estudiante elegible que otorga el consentimiento;
- (b) Una descripción de los registros que se divulgarán;
- (c) El motivo de la divulgación de la información.
- (d) Las partes o la clase de partes que reciben la información; y
- (e) Si lo solicitan los padres, guardianes o el estudiante elegible, una copia de los registros que se entregarán.

El padre, madre, guardián o estudiante elegible no está obligado a firmar el formulario de consentimiento. Si el padre, madre, guardián o estudiante elegible se niega a otorgar su consentimiento por escrito para la divulgación de información estudiantil que no esté sujeta a divulgación, CWCS no la divulgará. CWCS conservará permanentemente el aviso de consentimiento en el expediente.

El personal de CWCS tomará los siguientes pasos al recibir una solicitud de información relacionada con el estado migratorio o de ciudadanía de un estudiante o su familia:

- (a) Notificar a un funcionario designado del CWCS sobre la solicitud de información.
- (b) Proporcionar a los estudiantes y a las familias un aviso apropiado y una descripción de la solicitud del oficial de inmigración.



- (c) Documentar cualquier solicitud verbal o escrita de información por parte de las autoridades de inmigración.
- (d) A menos que esté prohibido, proporcionar a los estudiantes y padres/tutores cualquier documento emitido por el oficial de control de inmigración.

Respuesta a Solicitudes de Acceso a los Terrenos Escolares con Fines de Control de Inmigración

Ningún visitante, incluidos los agentes¹ de inmigración, podrá entrar ni permanecer en las instalaciones escolares de CWCS durante el horario escolar sin haberse registrado con el Director Ejecutivo o su designado. Si no existen circunstancias exigentes que requieran una acción inmediata, y si el agente de inmigración no posee una orden judicial que justifique la visita, deberá proporcionar la siguiente información al Director Ejecutivo o su designado:

1. Nombre, dirección y ocupación;
2. Edad, si es menor de 21 años;
3. Propósito de ingresar al recinto escolar;
4. Prueba de identidad; y
5. Cualquier otra información requerida por la ley.

CWCS exige que cualquier visitante, incluyendo a los agentes de inmigración, no interrumpa a los estudiantes ni al profesorado durante las clases para controlar la inmigración u otros fines, y que espere hasta el descanso designado antes o después de la clase para cumplir con su orden judicial. Puede consultar la Política de Visitantes y Voluntarios de CWCS en el sitio web de la escuela.

CWCS ha colocado carteles en la entrada de sus instalaciones escolares para notificar a los desconocidos sobre los horarios y requisitos para la inscripción.

Procedimientos para Responder a la Aplicación de las Leyes de Inmigración en el Campus

Tan pronto como sea posible, el personal de CWCS notificará al Director Ejecutivo o su designado sobre cualquier solicitud por parte de un oficial de control de inmigración para el acceso de estudiantes o acceso a las instalaciones de la escuela para fines relacionados con el

¹ Las agencias del orden público de California tienen prohibido, según la ley estatal, desempeñar las funciones de un oficial de inmigración. Sin embargo, aunque el Servicio de Inmigración y Control de Aduanas de EE. UU. (ICE) o la Oficina de Aduanas y Protección Fronteriza de EE. UU. (CBP) son las agencias con la responsabilidad principal de la aplicación de las leyes federales de inmigración, existen casos en los que otras agencias del orden público podrían intentar aplicar las leyes federales de inmigración. La Escuela Charter trata de manera similar a los oficiales del ICE, la CBP y otros oficiales del orden público locales que intentan aplicar las leyes de inmigración. Por consiguiente, los términos "oficial", "oficial de inmigración", "agente" y "oficial del orden público", tal como se utilizan en esta Política, abarcan a todas las agencias del orden público que buscan aplicar la ley de inmigración, y esta Política gestiona las solicitudes de todas las agencias del orden público que actúan con ese propósito de la misma manera.



control de inmigración, o cualquier solicitud de revisión de documentos escolares (incluidos los servicios de citaciones legales, peticiones, quejas, órdenes judiciales, etc.).

Además, el personal de CWCS tomará las siguientes medidas en respuesta a la presencia de un oficial en el campus escolar específicamente con fines de control de inmigración:

1. Informar al funcionario que antes de proceder con su solicitud, y salvo circunstancias exigentes, el personal escolar primero debe notificar y recibir instrucciones del Director Ejecutivo.
2. Solicite ver y copiar o anotar las credenciales del agente (nombre y número de placa). También solicite y copie o anote el número de teléfono de su supervisor.
3. Pregúntele al oficial el motivo por el cual se encuentra en la escuela y documéntelo.
4. Solicite al oficial que presente cualquier documentación que autorice el acceso a la escuela.
5. Haga una copia de todos los documentos proporcionados por el oficial. Conserve una copia para los registros escolares.
6. Si el oficial declara que existen circunstancias exigentes y exige acceso inmediato al campus, el personal de CWCS debe cumplir con las órdenes del oficial y comunicarse de inmediato con el Director Ejecutivo.
7. Si el agente no declara que existen circunstancias exigentes, responda según lo exija su documentación. Si el agente de inmigración:
 - a. **Una orden de arresto de ICE:** El personal de CWCS deberá informar al agente que no puede consentir ninguna solicitud sin consultar primero con el asesor legal de CWCS o el Director Ejecutivo.
 - b. **Una orden judicial federal** (por ejemplo, una orden de registro e incautación o una orden de arresto): el cumplimiento inmediato suele ser legalmente obligatorio. De ser posible, consulte con el asesor legal o el director ejecutivo de CWCS antes de permitir que el agente acceda a la persona o los materiales especificados en la orden.
 - c. **Citación para la producción de documentos u otras pruebas:** No se requiere cumplimiento inmediato. Por lo tanto, el personal de CWCS informará a su asesor legal y al Director Ejecutivo sobre la citación y esperará instrucciones sobre cómo proceder.



8. Si bien el personal de CWCS no debe consentir el acceso de un agente de inmigración, salvo como se describe a continuación, no debe intentar impedir físicamente el acceso del agente, incluso si este parece exceder la autorización otorgada en una orden judicial o documento. Si un agente entra en las instalaciones sin consentimiento, el personal de CWCS documentará sus acciones mientras se encuentre en el campus.
9. El personal de CWCS deberá recibir el consentimiento del padre o guardián del estudiante si un agente del orden público solicita u obtiene acceso a un estudiante para fines de control de inmigración, a menos que dicho acceso haya sido en cumplimiento con una orden judicial o citación que restrinja la divulgación de la información al padre o guardián.
10. El personal de CWCS deberá recibir el consentimiento del padre o guardián del estudiante antes de que un oficial que busque hacer cumplir las leyes de inmigración civil en la escuela pueda entrevistar o registrar al estudiante, a menos que el oficial presente una orden judicial válida y vigente firmada por un juez o presente una orden judicial válida y vigente.
11. Tras el encuentro con el agente, el personal de CWCS tomará notas escritas de inmediato de todas las interacciones con él. Las notas incluirán lo siguiente:
 - a. Lista o copia de las credenciales del funcionario y su información de contacto;
 - b. Identidad de todo el personal escolar que se comunicó con el oficial;
 - c. Detalles de la solicitud del funcionario;
 - d. Si el oficial presentó una orden o citación para acompañar su solicitud, qué se solicitó en la orden o citación y si la orden o citación fue firmada por un juez;
 - e. La respuesta del personal del CWCS a la solicitud del oficial;
 - f. Cualquier otra acción adoptada por el agente; y
 - g. Fotografía o copia de cualquier documento presentado por el agente.
12. El Director Ejecutivo o su designado deberá presentar un informe oportuno a la Junta Directiva de CWCS sobre las solicitudes y acciones del funcionario, así como sobre las respuestas de CWCS. Todos estos informes deberán gestionarse de forma que se garantice la confidencialidad y privacidad de cualquier información que pueda ser identificable.
13. El Director Ejecutivo o su designado deberá enviar un correo electrónico a la Oficina de Justicia Infantil del Departamento de Justicia de California, a BCJ@doj.ca.gov, con respecto a cualquier intento por parte de un agente del orden público de acceder al recinto escolar o a un estudiante con fines de control migratorio.



Programas de Capacitación para el Personal Escolar

CWCS impartirá capacitación sobre inmigración para docentes, administradores escolares y personal escolar, incluyendo información sobre cómo responder a una solicitud de un agente de inmigración para visitar una escuela o tener acceso a un estudiante. De ser posible, CWCS también designará un enlace de asuntos migratorios para facilitar programas de capacitación para el personal, brindar asesoramiento no legal a las familias y facilitar la comunicación con las agencias educativas locales y otras partes interesadas del gobierno local y estatal.

Respuesta a la Detención o Deportación de un Familiar de un Estudiante

CWCS alentará a las familias y estudiantes a tener y conocer sus números de teléfono de emergencia y saber dónde encontrar documentación importante, incluidos certificados de nacimiento, pasaportes, tarjetas de Seguro Social, información de contacto de los médicos, listas de medicamentos, listas de alergias, etc., lo que les permitirá estar preparados en caso de que un miembro de la familia sea detenido o deportado.

CWCS permitirá a los estudiantes y a las familias actualizar su información de contacto de emergencia según sea necesario durante el año escolar y proporcionará contactos alternativos si no hay un padre o guardián disponible. CWCS se asegurará de que las familias puedan incluir la información de un guardián adulto de confianza identificado como contacto de emergencia secundario en caso de que el padre o guardián de un estudiante sea detenido. CWCS informará a las familias que la información proporcionada en las tarjetas de emergencia solo se utilizará en respuesta a situaciones de emergencia específicas y no para ningún otro propósito.

En caso de que el padre/guardián de un estudiante haya sido detenido o deportado por las autoridades federales de inmigración, CWCS utilizará la información de contacto de la tarjeta de emergencia del estudiante y lo entregará a la(s) persona(s) designada(s) como contacto(s) de emergencia. Alternativamente, CWCS entregará al estudiante bajo la custodia de cualquier persona que presente una Declaración Jurada de Autorización del Cuidador en su nombre.

CWCS solo se comunicará con los Servicios de Protección Infantil si el personal de CWCS no logra organizar el cuidado oportuno del niño a través de la información de contacto de emergencia que tiene la escuela, una Declaración Jurada de Autorización del Cuidador u otra información o instrucciones transmitidas por el padre o guardián.

Plan de Seguridad Familiar

En la medida de lo posible, CWCS facilitará la elaboración de un Plan de Seguridad Familiar por parte de la familia, el cual se guardará en un lugar conocido por el estudiante. Dicho plan podrá identificar a un adulto de confianza que pueda cuidar del estudiante si ninguno de sus padres o guardianes puede hacerlo. Los estudiantes deben saber que este adulto de confianza es la persona con la que deben comunicarse si sus padres o guardianes son detenidos o deportados, y cómo comunicarse con él.



Recursos Adicionales

En el caso de que un familiar de un estudiante sea incluido en la lista de detención, CWCS puede derivar al estudiante y a sus familiares a otros recursos, incluidos, entre otros:

- (1) Localizador de detenidos de ICE <https://locator.ice.gov/odls#/search>
 - El localizador de detenidos del ICE puede ayudar a las personas a determinar si un familiar ha sido detenido y dónde se encuentra. Al usar el localizador de detenidos del ICE, es útil conocer la fecha de nacimiento del familiar y su Número A (Número de Registro de Extranjero), si lo tiene.
 - **Note Por Favor:** El localizador de detenidos del ICE está diseñado únicamente para localizar a personas que ya están detenidas. Si los estudiantes, padres o guardianes tienen preguntas generales sobre su estatus migratorio, el personal de CWCS nunca los remitirá al ICE ni a otras agencias de inmigración.
- (2) Asistencia Legal
 - Existen varias organizaciones de asistencia legal que pueden brindar asistencia legal para lograr la liberación del padre detenido de un estudiante, o para ayudar a organizar que el estudiante visite al padre.
 - Puede encontrar una lista de organizaciones de California acreditadas por la Junta de Apelaciones de Inmigración (BIA) para representar a inmigrantes ante el Departamento de Seguridad Nacional (DHS) y la Oficina Ejecutiva de Revisión de Inmigración (EOIR) aquí: <https://www.justice.gov/eoir/recognition-accreditation-roster-reports>
 - Los tribunales de California operan Centros de Autoayuda que también pueden brindar asistencia en derecho familiar a un estudiante o a su guardián propuesto. Una lista de estos centros en todo el estado está disponible en <http://www.courts.ca.gov/selfhelp-selfhelpcenters.htm>
 - Un estudiante o un miembro de su familia puede encontrar asistencia legal en oficinas de asistencia jurídica y servicios de referencia de abogados aquí: <http://www.courts.ca.gov/1001.htm>
- (3) Consulado o Embajada
 - El consulado o la embajada del país de origen del padre o guardián puede ofrecer información y asistencia adicional.



Educational Equity and Immigration Status Policy

The Board of Directors of Connecting Waters CWCS (“CWCS” or the “CWCS”) recognizes and honors the attainment of education for the betterment of the individual and the community, and is committed to fostering a positive school environment in which students, educators, and staff feel safe, welcomed, supported, and connected.

CWCS will provide a safe, secure, and peaceful learning environment for all students and staff. CWCS defines sensitive or safe locations to include its schools, official activities of its schools, including those occurring in public places and adjacent areas, and all of CWCS property, included but not limited to, facilities owned, controlled by, or leased by CWCS. Where outside contractors or service providers (particularly school resource officers) are regularly present at sensitive or safe locations or have access to student information, CWCS shall seek commitments from those parties not to facilitate immigration enforcement at any of CWCS’s sensitive or safe locations unless required by law.

Information about children’s rights to a free education regardless of immigration status or religious beliefs and the Attorney General’s *Know Your Rights* handout will be provided to students and parents upon enrollment to CWCS.

All notices provided to parents/guardians pursuant to this Policy shall be language-accessible in compliance with state and federal laws. Enrollment, registration, and uniform complaint procedures information provided on CWCS website shall be language-accessible in compliance with state and federal laws.

Responding to Hate Crimes and Bullying

CWCS has adopted and publicized a *Title IX, Harassment, Intimidation, Discrimination, & Bullying Policy* and *Uniform Complaint Procedures (UCP) Policy*, and provides annual notice of same to families. These policies expressly prohibit discrimination, harassment, intimidation, and bullying based on actual or perceived protected characteristics, including but not limited to, immigration status, nationality, race or ethnicity, immigration or citizenship status, color, religion, national origin, ancestry, or association with a person or group with one or a combination of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance, or regulation. The Policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means. In accordance with the *Title IX, Harassment, Intimidation, Discrimination, & Bullying Policy* and its *Uniform Complaint Policy and Procedures*, CWCS will promptly and thoroughly investigate any complaint of unlawful harassment, discrimination, intimidation, or bullying that constitute a hate crime or are otherwise based on the actual or perceived characteristics listed above, and take appropriate corrective action, if warranted.



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 and about the negative impact of bullying other students based on these protected characteristics.

CWCS shall train teachers, staff, and personnel to ensure that they are aware of their legal duty to take reasonable steps to eliminate a hostile environment and respond to any incidents of harassment based on the actual or perceived characteristics noted above.

CWCS shall inform students who are victims of hate crimes of their right to report such crimes.

Complete copies of the *Uniform Complaint Policy and Procedures* and the *Title IX, Harassment, Discrimination, Intimidation, & Bullying Policy* are available for review on the school website.

Gathering and Managing Student and Family Information

CWCS has adopted an *Educational Records and Student Information Policy* to apply to all educational records and student information maintained by CWCS and provides annual notice of same to all families. Appropriate personnel shall receive training regarding those policies and procedures.

Additionally, CWCS shall observe the following:

- Except as required by state or federal law or as required to administer a state or federally supported education program, CWCS officials and employees will not collect information or documents regarding citizenship or immigration status of students or their family members.
- If CWCS possesses information that could indicate immigration status, citizenship status, or national origin information, CWCS will not use the acquired information to discriminate against any student or families or bar children from enrolling in or attending school.
- If parents or guardians choose not to provide information that could indicate their or their children's immigration status, citizenship status, or national origin, CWCS will not use such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school.
- CWCS will not allow school resources or data to be used to create a registry based on race, gender, sexual orientation, religion, ethnicity, or national origin.
- CWCS will not inquire specifically about a student's citizenship or immigration status or the citizenship or immigration status of a student's parents or guardians, nor shall personnel seek or require, to the exclusion of other permissible documentation or information, documentation or information that may indicate a student's immigration status, such as a green card, voter registration, a passport, or citizenship papers.



Admissions and Enrollment

CWCS shall accept alternative means to establish residency, age, or other eligibility criteria for enrollment or programs, and those alternative means shall include among them documentation or information that are available to persons regardless of immigration status, citizenship status, or national origin, and that do not reveal information related to citizenship or immigration status.

CWCS will accept the following list of documents as reasonable evidence of residency:

- Property tax payment receipts
- Rental property contract, lease, or payment receipts
- Utility service contract, statements, or payment receipts
- Pay stubs
- Voter registration
- Correspondence from a government agency
- Declaration of residency executed by the parent or legal guardian of the student
- Note: documents, information, or proof relating to citizenship or immigration status of students will never be requested for the enrollment process.

CWCS will accept the following list of documents as reasonable evidence of age:

- Certified copy of birth record
- Statement by the local registrar or county recorder certifying date of birth
- Baptism certificate
- Passport
- When none of the foregoing is obtainable, an affidavit of the parent, guardian, or custodian, or any other appropriate means of proving the child's age.

Parents and guardians are not required to provide each and every document listed above. In accordance with the McKinney-Vento Homeless Assistance Act, CWCS will immediately enroll a homeless child or youth even if the student is unable to provide proof of residency or age or other documentation normally required for enrollment.

Documents, information, or proof relating to citizenship or immigration status of students will never be requested for the enrollment process. Where any law requires submission of national origin related information to satisfy the requirements of a special program, CWCS personnel will solicit that documentation or information separately from the enrollment process.

CWCS may ask for (but parents are not required to provide) certain national origin related information—such as a student's place of birth, U.S. entry date, and the date the student first attended school in the U.S.—to comply with federal or state reporting requirements for special programs (e.g., for reporting on language instruction programs for English learners). However, CWCS shall not use the acquired data to discriminate against immigrant students or prevent children from enrolling in or attending school if their parents or guardians choose not to provide



this information. To avoid deterring initial school enrollment of immigrants or their children, CWCS shall collect this information separately from the school enrollment process, if at all.

Social Security Information

Unless otherwise required to do so pursuant to state or federal law, CWCS will not collect entire social security numbers or cards or a statement that the parent or guardian does not possess a Social Security number for the purposes of enrollment, and failure to provide this information will not bar a student from enrolling or attending CWCS. However, the last four digits of an adult household member's Social Security number may be solicited and/or collected if required to establish eligibility for federal benefit programs such as free or reduced-price meals. This Social Security information will only be collected for the limited purpose of establishing eligibility for federal benefit programs and will not affect student enrollment. If no adult household member has a Social Security number, the student still can qualify for free or reduced-price meals, if the family meets the income eligibility requirements. When collecting the last four digits of an adult household member's Social Security number to establish eligibility for a federal benefit program, CWCS shall explain the limited purpose for which this information is collected and clarify that a failure to provide this information will not bar the student from enrolling in or attending the school.

Sharing Student and Family Information

CWCS will avoid the disclosure of information that might indicate a student's or family's citizenship or immigration status if the disclosure is not authorized by the Family Educational Rights and Privacy Act (FERPA) or other federal or state law, or pursuant to a valid court order, warrant, or subpoena. Except for investigations of child abuse, child neglect, or child dependency, or when the subpoena served on CWCS prohibits disclosure, CWCS shall provide parent or guardian notification of any court orders, warrants, or subpoenas before responding to such requests.

CWCS requires written parental or guardian consent or consent of an eligible student (a student aged 18 or older) for release of personally identifiable student information unless the information may be provided subject to a FERPA exception. Such circumstances include but are not limited to, information classified as directory information, or information relevant to the legitimate education interest of the requester (e.g. for reviewing school attendance issues, providing schools with information on transferring students, evaluating federally funded educational programs, and conducting truancy mediation).

FERPA exceptions generally do not authorize or require disclosure of information for immigration-enforcement purposes. (i.e. Immigration enforcement does not serve a legitimate educational interest and immigration status is not directory information).



A copy of CWCS's complete *Education Records and Student Information Policy* is available for review on the school website. CWCS also provides annual notice of this policy, including the list of directory information and opt-out rights, within its Student Handbook.

CWCS's request for written eligible student or parent/guardian consent for release of student information shall include:

- (a) The signature and date of the parent, guardian, or eligible student providing consent;
- (b) A description of the records to be disclosed;
- (c) The reason for the release of information;
- (d) The parties or class of parties receiving the information; and
- (e) If requested by the parents, guardians, or eligible student, a copy of the records to be released.

The parent, guardian, or eligible student is not required to sign the consent form. If the parent, guardian or eligible student refuses to provide written consent for the release of student information that is not otherwise subject to release, CWCS shall not release the information. CWCS will permanently keep the consent notice with the record file.

CWCS personnel shall take the following steps upon receiving an information request related to a student's or family's immigration or citizenship status:

- (a) Notify a designated CWCS official about the information request.
- (b) Provide students and families with appropriate notice and a description of the immigration officer's request.
- (c) Document any verbal or written request for information by immigration authorities.
- (d) Unless prohibited, provide students and parents/guardians with any documents issued by the immigration-enforcement officer.

Responding to Requests for Access to School Grounds for Immigration Enforcement Purposes

No visitor – which include immigration-enforcement officers¹ – shall enter or remain on school grounds of CWCS during school hours without having registered with the Executive Director or designee. If there are no exigent circumstances necessitating immediate action, and if the immigration officer does not possess a judicial warrant or court order that provides a basis for the visit, the officer must provide the following information to the Executive Director or designee:

¹ California law-enforcement agencies are prohibited under state law from performing the functions of an immigration officer. However, although U.S. Immigration and Customs Enforcement (ICE) or U.S. Customs and Border Protection (CBP) are the agencies with primary responsibility for federal immigration enforcement, there are instances in which other law-enforcement agencies may attempt to enforce federal immigration laws. Charter School treats similarly ICE, CBP, and other local law-enforcement officers attempting to enforce immigration laws. Accordingly, the terms "officer," "Immigration officer," "agent," and "law enforcement officer" as used in this Policy encompass all law-enforcement agencies that seek to enforce immigration law and this Policy handles requests from all law-enforcement agencies acting with that purpose the same way.



1. Name, address, and occupation;
2. Age, if less than 21;
3. Purpose of entering school grounds;
4. Proof of identity; and
5. Any other information as required by law

CWCS requires that any visitor, including immigration enforcement officers, must not interrupt students and faculty during class time for immigration enforcement or other purposes, and must instead wait until a designated break period prior to or following a class period to carry out their judicial warrant or court order. A complete copy of CWCS *Visitor and Volunteer Policy* is available for review on the school website.

CWCS has posted signs at the entrance of its school grounds to notify outsiders of the hours and requirements for registration.

Procedures for Responding to On-Campus Immigration Enforcement

As early as possible, CWCS personnel will notify the Executive Director or designee of any request by an immigration enforcement officer for student access or access to school grounds for purposes related to immigration enforcement, or any requests for review of school documents (including for the services of lawful subpoenas, petitions, complaints, warrants, etc.).

In addition, CWCS personnel will take the following steps in response to an officer present on the school campus specifically for immigration enforcement purposes:

1. Advise the officer that before proceeding with their request, and absent exigent circumstances, school personnel must first provide notification to and receive direction from, the Executive Director.
2. Ask to see, and make a copy of or note, the officer's credentials (name and badge number). Also ask for and copy or note the phone number of the officer's supervisor.
3. Ask the officer their reason for being on school grounds and document it.
4. Ask the officer to produce any documentation that authorizes school access.
5. Make a copy of all documents provided by the officer. Retain one copy of the documents for the school records.
6. If the officer declares that exigent circumstances exist and demands immediate access to the campus, CWCS personnel should comply with the officer's orders and immediately contact the Executive Director.
7. If the officer does not declare that exigent circumstances exist, respond according to the requirements of the officer's documentation. If the immigration-enforcement officer has:



- a. **An ICE warrant:** CWCS personnel shall inform the agent that he or she cannot consent to any request without first consulting with CWCS's legal counsel or Executive Director.
 - b. **A federal judicial warrant** (e.g. a search-and-seizure warrant or an arrest warrant): prompt compliance is usually legally required. If feasible, consult with CWCS's legal counsel or Executive Director before providing the agent access to the person or materials specified in the warrant.
 - c. **Subpoena for production of documents or other evidence:** Immediate compliance is not required. Therefore, CWCS personnel shall inform CWCS's legal counsel and Executive Director of the subpoena, and await further instructions on how to proceed.
8. While CWCS personnel should not consent to access by an immigration-enforcement officer, except as described below, they should not attempt to physically impede the officer, even if the officer appears to be exceeding authorization given under a warrant or document. If an officer enters the premises without consent, CWCS personnel shall document the officer's actions while on campus.
 9. CWCS personnel shall receive the consent of the student's parent or guardian if a law-enforcement officer requests or gains access to a student for immigration-enforcement purposes, unless such access was in compliance with a judicial warrant or subpoena that restricts the disclosure of the information to the parent or guardian.
 10. CWCS personnel shall receive consent from the student's parent or guardian before a student can be interviewed or searched by any officer seeking to enforce the civil immigration laws at the school, unless the officer presents a valid, effective warrant signed by a judge, or presents a valid, effective court order.
 11. After the encounter with the officer, CWCS personnel shall promptly take written notes of all interactions with the officer. The notes shall include the following items:
 - a. List or copy of the officer's credentials and contact information;
 - b. Identity of all school personnel who communicated with the officer;
 - c. Details of the officer's request;
 - d. Whether the officer presented a warrant or subpoena to accompany his/her request, what was requested in the warrant/subpoena, and whether the warrant/subpoena was signed by a judge;
 - e. CWCS personnel's response to the officer's request;
 - f. Any further action taken by the agent; and
 - g. Photo or copy of any documents presented by the agent
 12. The Executive Director or designee shall submit a timely report to CWCS Board of Directors regarding the officer's requests and actions and CWCS's response(s). All such



reports should be handled in a manner that ensures the confidentiality and privacy of any potentially identifying information.

13. The Executive Director or designee shall E-mail the Bureau of Children's Justice in the California Department of Justice, at BCJ@doj.ca.gov, regarding any attempt by a law-enforcement officer to access the school site or a student for immigration-enforcement purposes.

Training Programs for School Staff

CWCS shall establish training regarding immigration issues for teachers, school administrators, and school staff, including information on responding to a request from an officer enforcing immigration law to visit a school site or to have access to a student. If feasible, CWCS shall also designate an immigrant affairs liaison, to facilitate training programs for staff, help provide non-legal advice to families, and assist in communications with the local educational agencies and other stakeholders in local and state government.

Responding to the Detention or Deportation of a Student's Family Member

CWCS shall encourage families and students to have and know their emergency phone numbers and know where to find important documentation, including birth certificates, passports, Social Security cards, doctors' contact information, medication lists, lists of allergies, etc., which will allow them to be prepared in the event that a family member is detained or deported.

CWCS shall permit students and families to update students' emergency contact information as needed throughout the school year, and provide alternative contacts if no parent or guardian is available. CWCS shall ensure that families may include the information of an identified trusted adult guardian as a secondary emergency contact in case a student's parent or guardian is detained. CWCS shall communicate to families that information provided within the emergency cards will only be used in response to specified emergency situations, and not for any other purpose.

In the event a student's parent/guardian has been detained or deported by federal immigration authorities, CWCS shall use the student's emergency card contact information and release the student to the person(s) designated as emergency contacts. Alternatively, CWCS shall release the student into the custody of any individual who presents a Caregiver's Authorization Affidavit on behalf of the student.

CWCS shall only contact Child Protective Services if CWCS personnel are unsuccessful in arranging for the timely care of the child through the emergency contact information that the school has, a Caregiver's Authorization Affidavit, or other information or instructions conveyed by the parent or guardian.



Family Safety Plan

To the extent possible, CWCS will facilitate a family's development of a *Family Safety Plan* to be stored at a location known by the student. Such a plans may identify a trusted adult who can care for the student if no parent or guardian can do so. Students should know that the trusted adult is the person who the student should contact if his or her parents and/or guardians are detained or deported, and how to reach the trusted adult.

Additional Resources

In the event that a student's family member is detailed, CWCS may refer the student and his or her family members to other resources, including, but not limited to:

- (1) ICE Detainee Locator <https://locator.ice.gov/odls#/search>
 - The ICE detainee locator can help people determine if their family member has been detained and where the family member is being held. In using the ICE detainee locator, it is helpful to know the family member's date of birth and 'A-Number' (Alien Registration Number), if there is one.
 - **Please Note:** the ICE detainee locator is intended only for locating individuals who are already detained. If students, parents, or guardians have general questions about their immigration status, CWCS personnel shall never refer them to ICE or other immigration enforcement.
- (2) Legal Assistance
 - There are several legal aid organizations that may be able to provide legal assistance to secure the release of a student's detained parent, or to help arrange for the student to visit the parent.
 - A list of California organizations accredited by Board of Immigration Appeals (BIA) to represent immigrants before the Department of Homeland Security (DHS) and Executive Office of Immigration Review (EOIR) can be found here: <https://www.justice.gov/eoir/recognition-accreditation-roster-reports>
 - California courts operate Self-Help Centers that may also be able to provide family-law assistance to a student or his or her proposed guardian. A list of these centers across the state is available at <http://www.courts.ca.gov/selfhelp-selfhelpcenters.htm>
 - A student or his or her family member may be able to find legal assistance from legal-aid offices and lawyer-referral services here: <http://www.courts.ca.gov/1001.htm>
- (3) Consulate or Embassy
 - The consulate or embassy of the parent's or guardian's country of origin may be able to offer additional information and assistance

Coversheet

Approval of the Alternative Work Week 9/80 Employee Schedule

Section: V. Items Scheduled for Consideration and/or Action
Item: L. Approval of the Alternative Work Week 9/80 Employee Schedule
Purpose: Vote
Submitted by:
Related Material: Alternative Workweek Schedule Proposal REV.pdf

BACKGROUND:

The school is proposing a 9/80 schedule option for full-time classified staff to promote work–life balance, allowing staff to work slightly longer days over a two-week period in exchange for one regularly scheduled day off. The schedule provides greater flexibility to manage personal commitments. All full-time classified staff were provided an opportunity to vote to elect the alternative work schedule as an option on 1/8/2026 via anonymous ballot. Eligible staff will have the choice to work a regular 40 hour per week schedule or choose the alternative work schedule (as approved by their direct supervisor).



MEMORANDUM

TO: Nonexempt Full-time Classified Staff

FROM: Tammy Hushaw
Acting Executive Director
Connecting Waters Charter Schools
(Revised on February 2, 2026, to reflect CWCS’s change in leadership, effective January 16, 2026. Proposal ratified by T. Hushaw on February 2, 2026)

DATE: February 2, 2026 *(Original proposal sent to staff, January 6, 2026)*

SUBJECT: NOTICE OF SCHEDULED ALTERNATIVE WORKWEEK POLICY ELECTION

I. PROPOSED ALTERNATIVE WORK WEEK POLICY

Connecting Waters Charter Schools (“CWCS” or the “School”) has assessed its current nonexempt classified employee scheduling needs in terms of the established standard five (5) day and eight (8) hour per day workweek, and the potential alternative workweek schedules available under applicable law and as further defined in the proposed policy below.

It is the intent of the School to allow the use of alternative workweek schedules as a potential tool to improve efficiency, decrease costs, and enhance School community services and employee morale. Considerations in granting alternative workweek schedules include but are not limited to: the School’s hours of operation; high traffic student and community member contact hours; classified employee availability; assigned duties; supervision; systems/administrative support; security; energy conservation; attendance and leave; and meal and rest periods.

The potentially impacted group (or “Unit”) and positions eligible for alternative workweek schedules are designated by the Executive Director and based on the School’s operational needs. Thus, this proposed alternative workweek policy applies to all nonexempt full-time classified employees working for the School. This “Unit” does not include part-time staff.

A. Standard Workweek

Full-time nonexempt classified employees are assumed to work a “standard workweek” unless otherwise approved as outlined in this proposed policy. The standard workweek means a work schedule of five (5) shifts, with the same number of hours each day, and a maximum of forty (40) hours per week. The standard work schedule is Monday through Friday. Example: 8:00 a.m. - 4:30 p.m. Monday- Friday, or 7:30 a.m. - 4:00 p.m. Monday- Friday, with a 30-minute meal period.

II. ALTERNATIVE WORKWEEK PROPOSED FOR ELECTION

A. Purpose and Scope

The purpose of this proposal is to allow CWCS and Unit employees the flexibility to implement the proposed work schedules that meet the School's unique workforce needs and comply with California's Wage and Hour Industrial Welfare Commission Order No. 4-2001 (Attached).

For the proposal to pass, 2/3 of the Unit must vote in favor of adopting alternative workweek schedule options.

1. The vote will be conducted by secret (anonymous) ballot, scheduled for January 8th, via ballot boxes at each site, between the hours of 7:30 am and 4 pm. (Remote staff will receive an anonymous survey link)
2. Results will be tallied on January 9th and sent to the Labor Commissioner for formalization, with simultaneous communication with the Unit.
3. If a two-thirds vote is reached, then the alternative schedule shall be implemented no earlier than February 2nd.
4. After the election, the CWCS Board of Directors will consider the proposal and Election results and move to either Approve or Decline to adopt proposed policy.
5. The Official Notice of change will be sent to all staff on or around January 26th.

B. Procedure

If and when the alternative workweek schedules are elected, no employee will be mandated to work such schedules for at least thirty (30) days. After which, all Unit employees who are approved for the alternative workweek schedule may be added to the schedule rotation, with prior documented approval of their supervisor.

The Unit employee and CWCS must have signed the alternative workweek acknowledgement form prior to the employee being allowed to work more than eight (8) hours in a day.

The alternative workweek schedule must be worked within an eighty (80) hour, two (2) week period beginning on Monday and ending the following week on Sunday. Further, the signed agreement must be forwarded to Human Resources at least two (2) weeks in advance of the effective date so that the appropriate changes can be made to the employee's payroll and work schedule.

C. Alternative Work Week and Impacts

As an alternative to working the traditional schedule of eight (8) hours per day, five (5) days a week, nonexempt classified employees may request approval to work an alternative workweek schedule where the employee works a total of nine (9) days in an eighty (80) hour work period.

1. The 9/80 Alternative Workweek

Under the 9/80 schedule, the workweek will run from Friday at 12 p.m. to the following Friday at 12 p.m., and employees work a total of nine (9) days within the eighty (80) hour work period.

Example: An employee is scheduled for nine (9) hours per day on Monday through Thursday (i.e., 8 a.m. to 5:30 p.m., with a half-hour meal period at 12 p.m.) and eight (8) hours on every other Friday (i.e., 8:00 a.m. to 4:30 p.m., with a half-hour meal period at 12 p.m.).

Example of the 9/80 schedule:

	Mon.	Tues.	Wed.	Thurs.	Fri.
Week 1	8:00 a.m. – 5:30 p.m.	8:00 a.m. – 4:30 p.m.			
Week 2	8:00 a.m. – 5:30 p.m.	OFF			

2. Changes to Alternative Workweek Selections

After election and implementation, if an employee finds a need to revert to a standard schedule, they must notify Human Resources and their supervisor by submitting in writing a schedule change request and providing a two (2) week notice for payroll and planning purposes.

3. Attendance and Leave

The administration of this policy requires employees on an alternative workweek to use the appropriate number of equivalent leave hours for days missed. For example: nine (9) hours of sick leave or vacation leave, as applicable, will be applied for a nine (9) hour day absence.

Any week in which holidays occur, schedules shall revert to a standard work schedule of working eight (8) hour days for the remainder of the week, or employees will take leave according to the schedule above to make up the difference between their scheduled shift and the holiday.

4. Meal and Rest Periods Apply to Alternative Workweek Schedules

Unit employees must take a minimum of thirty (30) minutes (unpaid) as a meal period as provided under Wage Order Number 4-2001. This applies regardless of the work schedule a nonexempt Unit employee works.

A rest period (break) of ten (10) minutes is provided for a four (4) hour period of work. Rest periods do not accumulate; if not taken when made available, they are forfeited.

D. Responsibility

- 1. Employees** are responsible for (i) selecting into an alternative workweek schedule at their option and (ii) adhering to this policy if participating in the alternative workweek schedule rotation.
- 2. Supervisors/managers** are responsible for ensuring that an employee’s alternative workweek does not negatively impact services or in any way compromise the ability of the individual or their department to perform its work or create significant added costs. This

includes, but is not limited to, interaction with the School stakeholders, vendors, other agencies, and other department employees. Supervisors/managers are responsible for ensuring that employees who are approved and work an alternative workweek properly record their time, including any overtime.

3. **The Executive Director** is responsible for periodically evaluating the implementation of this policy and for determining the appropriateness of its continuance and fair application, as well as ensuring that the implementation is not detrimental to the interests of the School.

E. Repealing the Alternative Workweek Schedule

The School may terminate the alternative workweek schedule unilaterally, without holding a repeal election, but only after providing reasonable advance notice to employees. Generally, at least a two (2) week notice period will be provided if CWCS were to make this schedule change.

Enclosure, Wage Order 4-2001

Coversheet

Approval to Pause on the CW Building Project at 12500 Yosemite Boulevard, Waterford

Section: V. Items Scheduled for Consideration and/or Action
Item: M. Approval to Pause on the CW Building Project at 12500 Yosemite Boulevard, Waterford
Purpose: Vote
Submitted by:

RECOMMENDATION:

Acting Executive Director recommends pausing on the construction until further research and budget analysis has been provided.

Coversheet

Approval of the Amended Board of Directors Meeting Dates 2025-2026

Section: V. Items Scheduled for Consideration and/or Action
Item: N. Approval of the Amended Board of Directors Meeting Dates 2025-2026
Purpose: Vote
Submitted by:

BACKGROUND:

Review new date proposed for the March meeting.

Coversheet

CWCS Board Terms

Section: VI. Items scheduled for Information & Discussion
Item: A. CWCS Board Terms
Purpose: Discuss
Submitted by:

BACKGROUND:

Discussion on Board Member expiring terms

Coversheet

Board Remarks

Section: VI. Items scheduled for Information & Discussion
Item: B. Board Remarks
Purpose: Discuss
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.

Coversheet

Oral Report of Executive Compensation Paid to the Acting Executive Director

Section: X. Return to Open Session
Item: A. Oral Report of Executive Compensation Paid to the Acting Executive Director
Purpose: Discuss
Submitted by:

BACKGROUND:

Oral statement given by the Board Chair on the compensation to the Acting Executive Director

Coversheet

Approval of Employment Agreement Amendment for the Acting Executive Director

Section: X. Return to Open Session
Item: B. Approval of Employment Agreement Amendment for the Acting Executive Director
Purpose: Vote
Submitted by:

BACKGROUND:

Approval of the Employment Amendment for the Acting Executive Director