



Connecting Waters Charter Schools

CWCS Board of Directors Meeting

(A California Non-Profit Public Benefit Corporation)

Published on February 2, 2026 at 1:33 PM PST

Date and Time

Thursday February 5, 2026 at 3:00 PM PST

Location

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

Additional Teleconference Locations:

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

Agenda Posting Locations

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

Instructions for Presentations to the Board by Parents and Citizens

Connecting Waters Charter Schools (“Schools”) welcomes your participation at the School’s Board meetings. The purpose of a public meeting of the Board of Directors (“Board”) is to conduct the affairs of the Schools in public. Your participation assures us of continuing community interest in our Schools. To assist you in the ease of speaking/participating in our meetings, the following guidelines are provided:

1. Agendas are available to all audience members at the door to the meeting.
2. “Request to Speak” forms are available to all audience members who wish to speak on any agenda items or under the general category of “Hearing of the Public.” “Hearing of the Public” is set aside for members of the audience to raise issues that are not specifically on the agenda. However, due to public meeting laws, the Board can only listen to your issue, not respond or take action. These presentations are limited to three (3) minutes and total time allotted to non-agenda items will not exceed fifteen (15) minutes. The Board may give direction to staff to respond to your concern or you may be offered the option of returning with a citizen-requested item. Complaints against specific school employees should be resolved through the school’s Personnel Complaint Procedure. The right to address the Board does not exempt the speaker from any potential liability for defamation. The proceedings of the Board are recorded and are a part of the public record.
3. You may also complete a “Request to Speak” form to address the Board on Agenda items. With regard to such agenda items, you may specify that agenda item on your “Request to Speak” form and you will be given an opportunity to speak for up to three (3) minutes when the Board discusses that item.
4. When addressing the Board, speakers are requested to state their name and address from the podium and adhere to the time limits set forth.
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.

Agenda

Time

I. Opening Items

3:00 PM

A. Call the Meeting to Order

	Time
B. Roll Call	1 m
C. Approval of the February 5, 2026, Board of Directors Agenda	1 m
D. Pledge of Allegiance	2 m
E. Hearing of the Public on Non-Agenda Items	1 m
F. Hearing of the Public on Agenda Items	1 m
 II. Items scheduled for Information & Discussion	 3:06 PM
A. Review of Comparable Compensation Data for Charter School Executive Directors/Principals/Heads of School	10 m
 III. Hearing of the Public on Closed Session Items	
 IV. Closed Session	 3:16 PM
A. Public Employee Discipline/Dismissal/Release Gov. Code 54957	5 m
B. Public Employment Title: Acting Executive Director Gov. Code 54957	30 m
 V. Report on Closed Session Actions	 3:51 PM
A. Public Employee Discipline/Dismissal/Release Gov. Code 54957	1 m
B. Public Employment Title: Acting Executive Director Gov. Code 54957	1 m
 VI. Return to Open Session	
 VII. Items Scheduled for Consideration and/or Action	 3:53 PM
A. Oral Report of Executive Compensation Paid to the Acting Executive Director	10 m

	Time
B. Approval of Employment Agreement Amendment for Acting Executive Director	10 m
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.	4 m
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.	2 m
E. Approval of New Position: Employee Relations Specialist	5 m
F. Approval of New Position: Curriculum Specialist	5 m
G. Approval of New Position: Accountability Director	5 m
H. Approval of Newly Retitled Position: Sites and Events Coordinator	4 m
I. Approval of the Alternative Workweek 9/80 Employee Schedule	6 m
 VIII. Additional items scheduled for Information & Discussion	 4:44 PM
A. Third Read: Board of Director Meeting Dates for 2026-2027	5 m
B. First Read: CWCS Policy Regarding Immigration Enforcement Activity	5 m
C. Second Read: Connecting Waters Charter Schools Employee Handbook for 2026-2027	1 m
D. Second Read: Comprehensive School Safety Plan for Connecting Waters Charter Schools (Waterford, East Bay and Central Valley)	1 m
E. Board Remarks	5 m
 IX. Closing Items	 5:01 PM
A. Adjourn Meeting	1 m

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 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.

Section: VII. Items Scheduled for Consideration and/or Action
Item: 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.
Purpose: Vote
Submitted by:

BACKGROUND:

Official board approval to add the current Acting Executive Director as a signer on the bank account.

Coversheet

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.

Section: VII. Items Scheduled for Consideration and/or Action
Item: 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.
Purpose: Vote
Submitted by:

BACKGROUND:

Official board approval to add the current Acting Executive Director as a signer on the bank account.

Coversheet

Approval of New Position: Employee Relations Specialist

Section: VII. Items Scheduled for Consideration and/or Action
Item: E. Approval of New Position: Employee Relations Specialist
Purpose: Vote
Submitted by: Administration
Related Material: Classified_Pay_Schedule__2025-2026__-_Google_Sheets.pdf

BACKGROUND:

Position proposed to help coordinate personnel needs

CONNECTING WATERS CHARTER SCHOOLS
Classified Salary Schedule

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

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

Incremental increase of 3% per step

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

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

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

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

1.5% for years 7-9 with the school

2% for years 10-14 with the school

2.5% between year 15 and 19 with the school

3% a year from year 20 with the school

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

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

Master Degree Stipend: \$1,000

Doctorate Degree Stipend: \$2,000

Effective: July 1, 2025

Board Approved:

CLASSIFIED TITLES

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

Coversheet

Approval of New Position: Curriculum Specialist

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

BACKGROUND:

New Position created as part of a reorganization of duties

Connecting Waters Charter Schools Certificated 2025/26 Pay Rate Information

Exempt Certificated Schedule:

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

Revised: January 15, 2026
Board Approved:

Connecting Waters Charter Schools Certificated 2025/26 Pay Rate Information

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

Hourly/Nonexempt Certificated Schedule Range:

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

Positions Paid On This Salary Schedule:

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

Revised: January 15, 2026

Board Approved:

Connecting Waters Charter Schools
Certificated
2025/26 Pay Rate Information

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

Master's Degree Stipend: \$1,000

Doctorate Degree Stipend: \$2,000

Longevity payments for exempt employees will be paid as follows:

- 2% for years 11-14 with the School
- 2.5% between years 15 and 19 with the School
- 3% a year from year 20 with the School

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

Revised: January 15, 2026
 Board Approved:

Connecting Waters Charter Schools
Certificated
2025/26 Pay Rate Information

Revised: January 15, 2026
Board Approved:

Coversheet

Approval of New Position: Accountability Director

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

BACKGROUND:

New Position created as part of a reorganization of duties

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Exempt Certificated Schedule:

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

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Connecting Waters Charter Schools Certificated 2025/26 Pay Rate Information

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19	\$106,600.00	\$114,898.71	\$117,862.33	\$140,601.14	\$156,346.68
20	\$109,270.00	\$117,769.85	\$120,807.52	\$144,114.54	\$160,253.53

Hourly/Nonexempt Certificated Schedule Range:

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

Positions Paid On This Salary Schedule:

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

Revised: January 15, 2026

Board Approved:

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

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

Master's Degree Stipend: \$1,000

Doctorate Degree Stipend: \$2,000

Longevity payments for exempt employees will be paid as follows:

2% for years 11-14 with the School

2.5% between years 15 and 19 with the School

3% a year from year 20 with the School

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

Revised: January 15, 2026

Board Approved:

Connecting Waters Charter Schools
Certificated
2025/26 Pay Rate Information

Revised: January 15, 2026
Board Approved:

Coversheet

Approval of Newly Retitled Position: Sites and Events Coordinator

Section: VII. Items Scheduled for Consideration and/or Action
Item: H. Approval of Newly Retitled Position: Sites and Events Coordinator
Purpose: Vote
Submitted by:
Related Material: Classified Pay Schedule (2025-2026) - Google Sheets.pdf

BACKGROUND:

Position Retitled to better reflect job duties

CONNECTING WATERS CHARTER SCHOOLS

Classified Salary Schedule

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

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

Incremental increase of 3% per step

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

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

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

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

1.5% for years 7-9 with the school

2% for years 10-14 with the school

2.5% between year 15 and 19 with the school

3% a year from year 20 with the school

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

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

Master Degree Stipend: \$1,000

Doctorate Degree Stipend: \$2,000																		
Effective: July 1, 2025																		
Board Approved:																		

CLASSIFIED TITLES	
	<ul style="list-style-type: none"> ● School Secretary I/II ● Guidance Department Assistant/CTE Support ● HR Administrative Assistant ● Employee Relations Specialist ● Executive Administrative Assistant ● Executive Administrative/Board Assistant ● Administrative Assistant
A	<ul style="list-style-type: none"> ● Operations Administrative Assistant
B	<ul style="list-style-type: none"> ● CWEB/CW/CV Lead Site Assistant
C	<ul style="list-style-type: none"> ● Business Services Coordinator ● Central Services Coordinator ● Special Education Department Coordinator ● Resource Center Coordinator I & II ● Student Records Coordinator/School Registrar ● Facilities and Safety Specialist ● Intake Specialist/Student Records Assistant Coordinator
D	<ul style="list-style-type: none"> ● Business Services II-III/Vendor Relations ● Business Services III ● Business Services III/Student Inventory
E	<ul style="list-style-type: none"> ● Business Services II
F	<ul style="list-style-type: none"> ● Business Services I
G	<ul style="list-style-type: none"> ● School Project Secretary ● Vendor Relations & Education Services ● Webmaster ● Business Services IV ● Business Services IV/Vendor Relations ● Business Services IV/Safety Specialist
H	<ul style="list-style-type: none"> ● Bilingual Aide/Site Assistant
I	<ul style="list-style-type: none"> ● Parent Support/Site Assistant

J	<ul style="list-style-type: none"> ● Site Assistant ● Site Assistant & Paraeducator ● Site & Events Coordinator ● Lead Site Assistant ● IT/Site Assistant ● Warehouse & Maintenance Utility ● Library/Site Assistant ● Library Assistant I/II
	<ul style="list-style-type: none"> ● Classroom Aide/Site Assistant
K	<ul style="list-style-type: none"> ● School Registrar
L	<ul style="list-style-type: none"> ● Student Records/Office Assistant ● Student Records Assistant I/II/III ● Intake/Student Records Assistant
M	<ul style="list-style-type: none"> ● Intake Specialist/Student Records Assistant
N	<ul style="list-style-type: none"> ● Special Education Provider Coordinator
O	<ul style="list-style-type: none"> ● Special Education Assistant ● Special Education Secretary ● Special Education Secretary & Paraeducator ● Special Education Department Scheduler ● PLT/504 Assistant & Paraeducator ● PLT/504 Assistant
P	<ul style="list-style-type: none"> ● IT Computer Technician ● IT Specialist ● IT Specialist Assistant ● IT Hardware/Application Technician ● IT Inventory Control Technician ● IT Help Desk Technician
Q	<ul style="list-style-type: none"> ● Entry Level Assistant ● Social Media Assistant ● Data Systems Specialist

R	<ul style="list-style-type: none">● As-Needed Positions:<ul style="list-style-type: none">○ Site Assistant○ CWEB Site Assistant○ Social Media Assistant○ Data System Specialist○ Bilingual Aide○ Intake/Student Records Assistant○ Parent Support Liaison○ Web Content Editor○ School Services Assistant○ Activities Assistant○ IT Technician (CWEB)○ Virtual Career Center Web Designer Assistant
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Coversheet

Approval of the Alternative Workweek 9/80 Employee Schedule

Section: VII. Items Scheduled for Consideration and/or Action
Item: I. Approval of the Alternative Workweek 9/80 Employee Schedule
Purpose: Vote
Submitted by: HR
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

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

Section: VIII. Additional items scheduled for Information & Discussion
Item: A. Third Read: Board of Director Meeting Dates for 2026-2027
Purpose: Discuss
Submitted by:

BACKGROUND:

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

Coversheet

First Read: CWCS Policy Regarding Immigration Enforcement Activity

Section: VIII. Additional items scheduled for Information & Discussion
Item: B. First Read: CWCS Policy Regarding Immigration Enforcement Activity
Purpose: Discuss
Submitted by: Administration

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.

Coversheet

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

Section: VIII. Additional items scheduled for Information & Discussion
Item: C. Second Read: Connecting Waters Charter Schools Employee Handbook for 2026-2027
Purpose: Discuss
Submitted by:

BACKGROUND:

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

Coversheet

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

Section: VIII. Additional items scheduled for Information & Discussion
Item: D. Second Read: Comprehensive School Safety Plan for Connecting Waters Charter Schools (Waterford, East Bay and Central Valley)
Purpose: Discuss
Submitted by:
Related Material: CW-PF 26_27 Comprehensive Safety Plan 2.2.26.pdf
CV-PF 26_27 Comprehensive Safety Plan 2.2.26.pdf
CWEB-PF 26_27 Comprehensive Safety Plan 2.2.26.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: Procedures for Notification of Immigration Enforcement Confirmed at School Site

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

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

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

PART 8: Instructional Continuity Plan

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

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

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

- **Email Listservs**
- **SMS communication**
- **Parent Square App Notifications**

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

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

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

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

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

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

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

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

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

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

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

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

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

PART 9: Safety Procedures—Routine and Emergency Disaster

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

According to the Education Code (EC § 32282):

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

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

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

- (I) A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of pupils and staff.
- (II) A drop procedure whereby each pupil and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.
- (III) Protective measures to be taken before, during, and following an earthquake.
- (IV) A program to ensure that pupils and both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system.

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

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

PUBLIC EMPLOYEES ARE DISASTER SERVICE WORKERS

California Government Code Section 3100

All school employees are considered disaster service workers when:

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

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

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

POST-DISASTER SHELTERS

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

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

THE PETRIS BILL

California Government Code Section 8607

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

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

HOMELAND SECURITY PRESIDENTIAL DIRECTIVE HSPD-5

February 28, 2003

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

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

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

USING SEMS AND NIMS IN YOUR SCHOOL - AN OVERVIEW

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

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

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

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

Logistics: prior to a disaster, this section is in charge of creating a transportation plan, and ensuring that there are adequate supplies of food, water, and equipment for crisis response. During an emergency, the section's two teams, the Supplies/Staffing Team and the Transportation Team provide services, personnel, equipment, materials, and facilities, as needed. They are ***the getters***.

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

THE EMERGENCY OPERATIONS CENTER

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

A Word About Unified Command

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

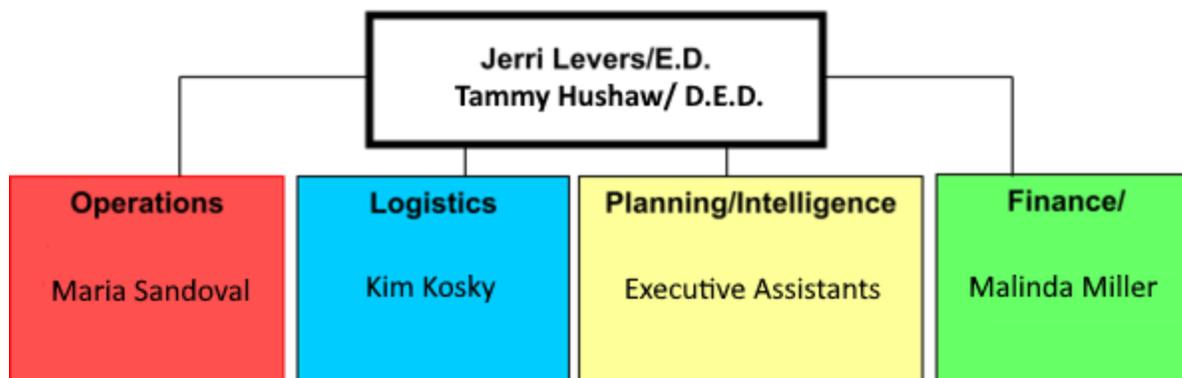
In the EOC (Emergency Operations Center), this means that first responder representatives will essentially be running response activities in consultation with the organization's Management Staff and Section Chiefs. In the field, Team Leaders and Team Members will work alongside first response teams,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

The Dual Role of the School Office

- The school must organize to respond to incidents that occur at their location
 - Ensure that the school has a functional Emergency Action Plan
 - Ensure that school staff are trained and well prepared

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

Connecting Waters Charter School INCIDENT COMMAND SYSTEM AND DIVISION OF LABOR



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

Divisions of Labor

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

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

EVACUATION PROCEDURES

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

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

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

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

Adaptations for Students with Disabilities in Emergency Situations

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

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

Collaboration & Drills: The school will conduct inclusive emergency drills and ensure coordination between general and special education staff.

During an evacuation, the following procedures must be followed:

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

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:



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

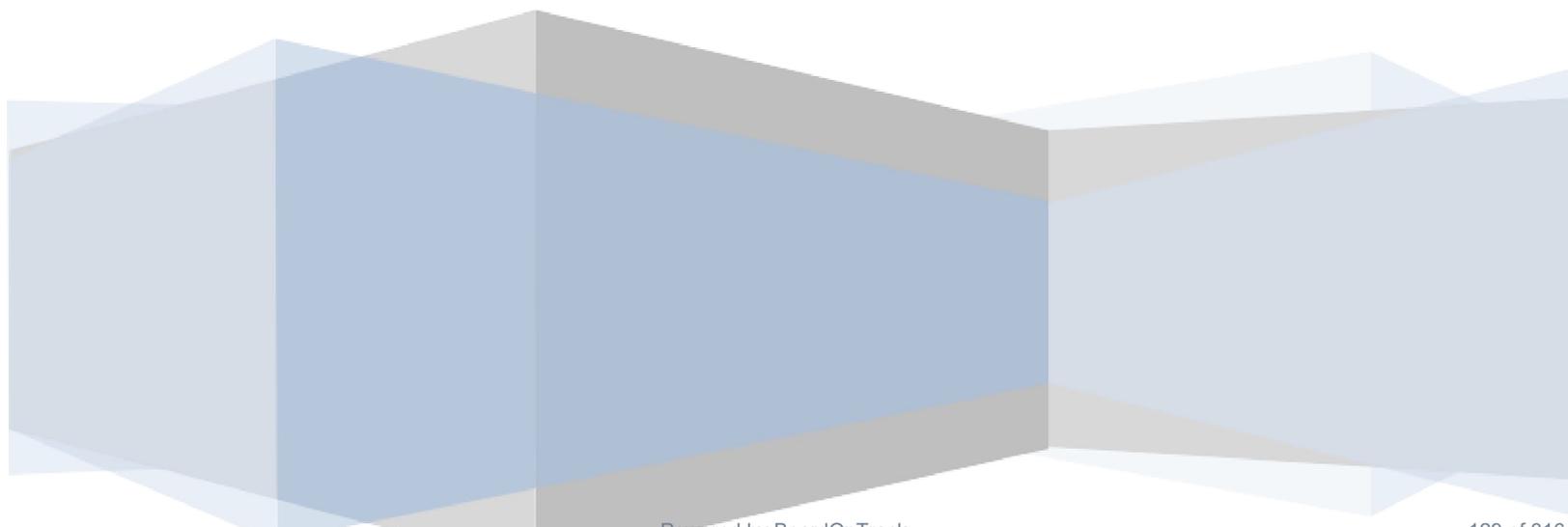


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PART 1: California Charter School Comprehensive School Safety Plan Program Overview

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: Procedures for Notification of Immigration Enforcement Confirmed at School Site

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

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

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

PART 8: Instructional Continuity Plan

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

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

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

- **Email Listservs**
- **SMS communication**
- **Parent Square App Notifications**

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

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

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

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

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

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

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

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

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

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

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

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

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

PART 9: Safety Procedures—Routine and Emergency Disaster Procedures

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

According to the Education Code (EC § 32282):

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

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

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

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

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

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

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

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

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

PUBLIC EMPLOYEES ARE DISASTER SERVICE WORKERS

California Government Code Section 3100

All school employees are considered disaster service workers when:

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

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

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

POST-DISASTER SHELTERS

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

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

THE PETRIS BILL

California Government Code Section 8607

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

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

HOMELAND SECURITY PRESIDENTIAL DIRECTIVE HSPD-5

February 28, 2003

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

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

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

USING SEMS AND NIMS IN YOUR SCHOOL - AN OVERVIEW

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

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

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

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

Logistics: prior to a disaster, this section is in charge of creating a transportation plan, and ensuring that there are adequate supplies of food, water, and equipment for crisis response. During an emergency, the section's two teams, the Supplies/Staffing Team and the Transportation Team provide services, personnel, equipment, materials, and facilities, as needed. They are *the getters*.

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

THE EMERGENCY OPERATIONS CENTER

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

A Word About Unified Command

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

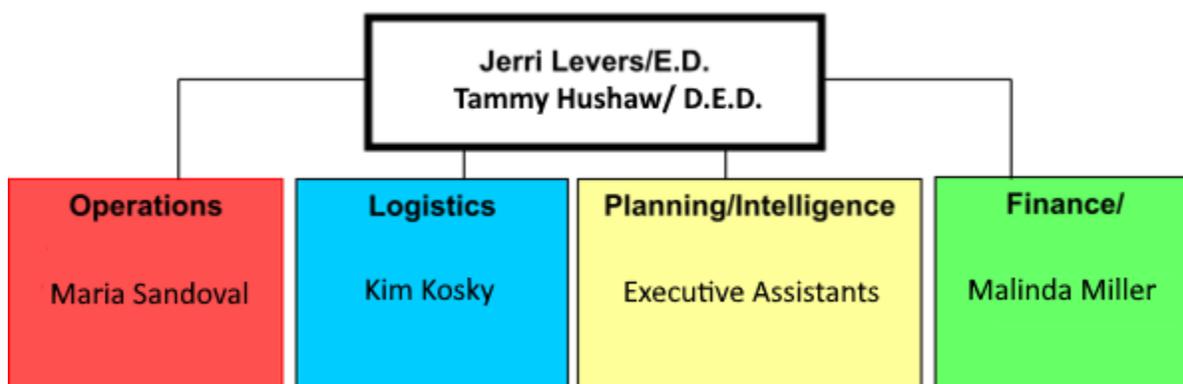
In the EOC (Emergency Operations Center), this means that first responder representatives will essentially be running response activities in consultation with the organization's Management Staff and Section Chiefs. In the field, Team Leaders and Team Members will work alongside first response teams,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

The Dual Role of the School Office

- The school must organize to respond to incidents that occur at their location
 - Ensure that the school has a functional Emergency Action Plan
 - Ensure that school staff are trained and well prepared

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

Connecting Waters Charter School – 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:



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: Procedures for Notification of Immigration Enforcement Confirmed at School Site

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

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

PART 8: Instructional Continuity Plan

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

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

As an independent study charter school, we are uniquely positioned to meet educational requirements remotely, allowing instruction to continue without disruption in the event of an emergency. In the event of an on-campus incident involving staff or students, our school will take immediate steps to support the well-being of those affected. CWCS will engage with pupils

and their families as soon as practicable, but no later than **five calendar days** following an emergency, Via:

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

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

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

- **Evacuation orders lifted**
- **Power and utilities functioning**
- **Healthy air quality**
- **Access to safe and clean water**
- **Campus free from debris and hazards**
- **Internet fiber lines connected and functioning**
- **Sufficient staff available**

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

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

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

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

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

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

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

- **Annually**, as part of the district’s continuous improvement cycle
- **Following any emergency event or school closure**, to incorporate lessons learned
- **When there are significant changes** to instructional delivery methods, state requirements, or technology infrastructure
- **Based on stakeholder input**, including feedback from students, families, teachers, and community partners

PART 9: Safety Procedures—Routine and Emergency Disaster

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

According to the Education Code (EC § 32282):

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

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

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

- (I) A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of pupils and staff.
- (II) A drop procedure whereby each pupil and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.
- (III) Protective measures to be taken before, during, and following an earthquake.
- (IV) A program to ensure that pupils and both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system.
- (ii) Establishing a procedure to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The school district or county office of education shall cooperate with the public agency in furnishing and maintaining the services as the school district or county office of education may deem necessary to meet the needs of the community.

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

PUBLIC EMPLOYEES ARE DISASTER SERVICE WORKERS

California Government Code Section 3100

All school employees are considered disaster service workers when:

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

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

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

POST-DISASTER SHELTERS

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

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

THE PETRIS BILL

California Government Code Section 8607

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

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

HOMELAND SECURITY PRESIDENTIAL DIRECTIVE HSPD-5

February 28, 2003

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

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

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

USING SEMS AND NIMS IN YOUR SCHOOL - AN OVERVIEW

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

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

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

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

Logistics: prior to a disaster, this section is in charge of creating a transportation plan, and ensuring that there are adequate supplies of food, water, and equipment for crisis response. During an emergency, the section's two teams, the Supplies/Staffing Team and the Transportation Team provide services, personnel, equipment, materials, and facilities, as needed. They are *the getters*.

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

THE EMERGENCY OPERATIONS CENTER

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

A Word About Unified Command

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

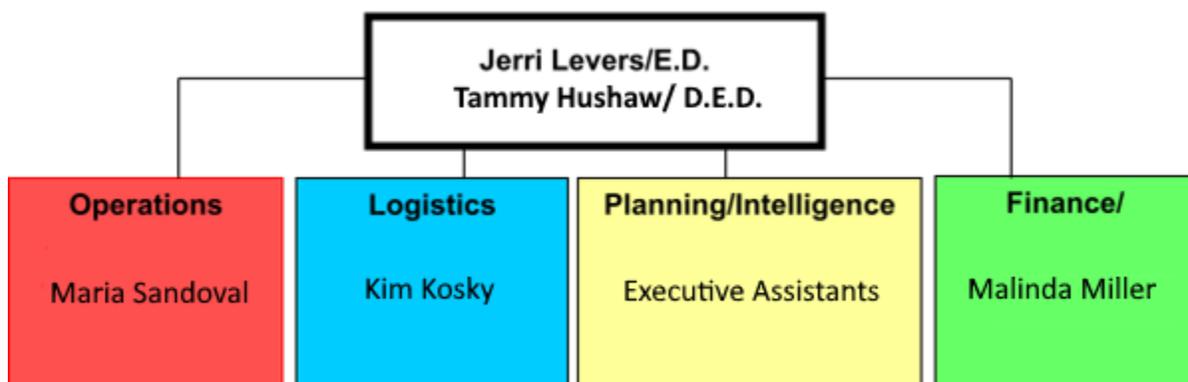
In the EOC (Emergency Operations Center), this means that first responder representatives will essentially be running response activities in consultation with the organization’s Management Staff and Section Chiefs. In the field, Team Leaders and Team Members will work alongside first response teams,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

The Dual Role of the School Office

- The school must organize to respond to incidents that occur at their location
 - Ensure that the school has a functional Emergency Action Plan
 - Ensure that school staff are trained and well prepared

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

Connecting Waters Charter School – 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

Board Remarks

Section: VIII. Additional items scheduled for Information & Discussion
Item: E. 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.