COMPREHENSIVE SCHOOL SAFETY PLAN

26025 Newport Rd., Suite F205, Menifee, CA 92584
Office Line: (619) 371-5017
https://pathwayscharterschool.org/

ADMINISTRATION
Jarom Luedtke, Chief Executive Officer & Executive Director
Starla Tyler, Director
Lara Abou-Sakher, Assistant Director

BOARD OF DIRECTORS

Tom Schaaf, Chair
Charlie Padilla, Vice Chair
Robert Daily, Board Member

EVALUATION OF PROGRESS AND REVISION OF COMPREHENSIVE SAFETY PLAN

The Comprehensive School Safety Plan (CSSP) is established to ensure the health and safety of pupils and staff. The CSSP shall be evaluated and amended by charter school staff, as needed, by March 1 of each year to ensure proper implementation. The CSSP is in compliance with Education Code Sections 32282(a)(2) and 47605(c)(5)(F)(ii).

CONTENTS

COMPREHENSIVE SCHOOL SAFETY PLAN 1
EVALUATION OF PROGRESS AND REVISION OF COMPREHENSIVE SAFETY PLAN 2
CONTENTS 3
SECTION 1: SCHOOL SAFETY ASSESSMENT 5
Comprehensive School Safety Plan Purpose 5
Suspension and Expulsion Rates 5
Crime Statistics 5
Discipline Statistics 5
SECTION 2: EMPLOYEE CRIMINAL CHECK 6
SECTION 3: CHILD ABUSE OR NEGLECT REPORTING 6
Definitions 6
Duty to Report Suspected Abuse/Neglect 7
Legal Responsibility and Liability 8
When two or more persons who are required to report have joint knowledge of a suspected instance of child abuse, and when they so agree, the telephone report may be made by either of them, and a single report made and signed by that person. However, if any person who knows or should know that the designated person failed to make the report, that person then has a duty to do so. 8
Contact Information 8
Mandated Reporter Training Requirement 9
SECTION 4: DISASTER PROCEDURES 9
Site Specific Disaster Plan 10
Incident/School Commander 11
Operations Section 11
Planning/Intelligence Section 12
Logistics Section 12
Finance and Administration Section 13
Each School Site Disaster Plan must include the following: 13
Preparedness 13
Emergency Response Roles and Actions 14
Response 14
School Responsibilities 17
The Executive Director will: 17
Authorized school personnel will: 18
The Teacher will: 18
Procedures: 18
Parent/Guardian Responsibilities: 19
SECTION 5: Health and Medical Emergency Procedures 20
SECTION 5: SUSPENSION/EXPULSION & SCHOOL DISCIPLINE 21
SECTION 6: PROCEDURES TO NOTIFY TEACHERS OF DANGEROUS PUPILS 21

Notification of Suspension History 22
Student Convictions 22
SECTION 7: DISCRIMINATION, HARASSMENT, INTIMIDATION, BULLYING 22
Unlawful Harassment, Intimidation, Discrimination, and Bullying Policy 22
SECTION 8: SCHOOLWIDE DRESS CODE 23
Examples of Inappropriate Dress 23
SECTION 9: SAFE INGRESS AND EGRESS 24
SECTION 10: SAFE AND ORDERLY ENVIRONMENT 24
Nondiscrimination and Fair Treatment of Pupils 24
Acceptable Use Policy 25
Substance Abuse 25
APPENDIX A: SUICIDE PREVENTION GUIDANCE 27
APPENDIX B: SUSPECTED CHILD ABUSE REPORT, FORM SS8572 28

SECTION 1: SCHOOL SAFETY ASSESSMENT

Comprehensive School Safety Plan Purpose

The purpose of the CSSP is to provide specific guidelines and procedures about school safety procedures, including but not limited to procedures relating to:

- For all school personnel to use in responding to emergency situations and to ensure that school personnel will be prepared to respond to any disaster or emergency in an orderly and effective manner.
- For developing supplementary plans.
- For emergency response training for all employees and students.
- For the equipment and supplies to have available prior to a disaster as applicable.

Suspension and Expulsion Rates

Pathways Academy Adult Education ("PAAE" or "Charter School") has 0% suspension and expulsion rates. Due to the online, independent study nature of our school, we have very few disciplinary issues. Most issues can be handled with a warning and/or a phone call home. In the event that a student needs to be suspended or expelled, the procedures outlined in the student handbook and charter petition will be followed.

Crime Statistics

The Charter School's students reside anywhere within the state of California. Crime statistics vary greatly in this vast area of coverage. Since none of our students attends school in person, crime statistics are not able to be collected and evaluated.

Discipline Statistics

The Charter School's disciplinary issues are primarily for plagiarism, online classroom conduct, and occasionally cyber-bullying. Our student handbook outlines the guidelines for these infractions as well as the consequences. Discipline usually involves warning, revocation of online classroom privileges (such as chat), and a contract to forbid student

contact in any online/social media outlet.

SECTION 2: EMPLOYEE CRIMINAL CHECK

All candidates for employment will complete a criminal background check through the California Department of Justice as part of the onboarding process. No person with a violent or serious felony conviction outlined in Education Code Sections 44830.1, and 45122.1, or a sex offense conviction as defined in Education Code Sections 45123 and 44010 will be employed by PAAE, unless otherwise provided by law. Additionally, employment with PAAE will be subject to subsequent arrest notifications provided by the Department of Justice (Education Code Section 45125(j)).

SECTION 3: CHILD ABUSE OR NEGLECT REPORTING

PAAE maintains zero tolerance for child abuse and neglect. The procedures herein are designed to address the supervision and protection of children from child abuse or neglect or sex offenses.

Definitions

1. "Child abuse or neglect" includes the following:

a) Physical injury or death inflicted by other than accidental means on a child by another person.
b) Sexual abuse of a child.
c) Neglect of a child.
d) Willful harming or injuring of a child or the endangerment of the person or health of a child.
e) Unlawful corporal punishment or injury resulting in a traumatic condition.

2. "Mandated Reporters" are defined by California Penal Code 11165.7.

3. “Child Protective Services Agencies" are those law enforcement and child protective services responsible for investigating child abuse reports, including the local police or sheriff department, county welfare or juvenile probation.

Duty to Report Suspected Abuse/Neglect

In conformance with legal requirements, any mandated reporter who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been a victim of child abuse or neglect shall report the known or suspected instance of child abuse or neglect to the appropriate law enforcement and/or child protective services agency immediately or as soon as practically possible by telephone, and shall prepare and send a written report thereof within 36 hours of receiving the information concerning the incident. The written report should be completed on form SS 8572, “Suspected Child Abuse Report,” which can be found in this document as Appendix C. The reporting duties are individual and cannot be delegated to another individual.

For the purposes of this reporting procedure and the Penal Code, “reasonable suspicion” means that it is objectively reasonable for a person to entertain such a suspicion, based upon facts that could cause a reasonable person in a like situation, drawing when appropriate on his or her training and experience, to suspect child abuse or neglect.

It is not the responsibility of the mandated reporter to determine whether the allegations are valid. If child abuse or neglect is reasonably suspected or if a pupil shares information with a mandated reporter leading him/her to believe abuse or neglect has taken place, the report must be made. No supervisor or administrator can impede or inhibit a report or subject the reporting person to any sanction.

Mandated reporters reporting child abuse to a child protective services agency are encouraged, but not required, to notify their supervisor as soon as possible after the initial verbal report by telephone. When so notified, the supervisor shall inform the

Executive Director or designee. The Executive Director or designee shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in conformance with law. At the mandated reporter's request, the Executive Director may assist in completing and filing these forms. If the mandated reporter does not disclose their identity to the Executive Director, he/she shall at least provide or mail a copy of the written report to the school without their signature or name. Reporting to the supervisor as provided in this section does not relieve the mandated reporter of the responsibility to send a written report to the local law enforcement and/or child protective services agency within thirty-six (36) hours.

Legal Responsibility and Liability

Mandated reporters cannot be held civilly or criminally liable for filing a required or authorized report of known or suspected child abuse in conformance with Penal Code 11164 et seq. If a mandated reporter fails to report an instance of child abuse, which he/she knows to exist or reasonably should know to exist, he/she is guilty of a misdemeanor punishable by confinement in a county jail for up to six months, a fine of up to $1,000, or both. The mandated reporter may also be held civilly liable for damages resulting from any injury to the child after a failure to report.

When two or more persons who are required to report have joint knowledge of a suspected instance of child abuse, and when they so agree, the telephone report may be made by either of them, and a single report made and signed by that person. However, if any person who knows or should know that the designated person failed to make the report, that person then has a duty to do so.

Contact Information

1. San Diego County Child Welfare Services (CWS) at (858) 560-2191 (24 hours per day-7 days per week).
https://www.sandiegocounty.gov/content/sdc/hhsa/programs/cs/child_welfare_services/child_abuse_hotline.html

2. Lake County Child Welfare Services (CWS) at (707) 262-0235.
https://www.lakecountyca.gov/793/Child-Welfare-Services

3. San Diego County Sheriff's Department, 9621 Ridgehaven Court, San Diego, CA 92123 at (858) 974-2110.
https://www.sdsheriff.gov/i-want-to/request

4. Lake County Sheriff's Department, 1220 Martin Street, PO BOX 489, Lakeport, CA. 95453 at (707) 262-4200. https://www.lakesheriff.com/

Mandated Reporter Training Requirement

PAAE employees, volunteers, and board members, as applicable per Penal Code section 11165.7, must annually complete the mandated reporter training requirement. The training must be completed no later than within the first six weeks of each school year. Newly hired employees are required to complete the training course within six weeks of employment. Proof of completion of the training will be kept on file.

SECTION 4: DISASTER PROCEDURES

The Charter School is an independent study program. By nature, our students do not come to campus. In the event that students are in our care during any disaster (including earthquakes, fire, natural disaster, harmful threat, etc.), our school personnel will follow the safety protocol and procedures of the rented or visiting facility.

This disaster plan has been prepared in compliance with Education Code Section 32282 and the California Government Code 8607 California Standardized Emergency Management System (SEMS). Section 8607 of the California Government Code requires that state and local agencies be prepared to respond to emergencies using the SEMS. SEMS must also be used for school planning and training.

What is SEMS? *SEMS is a management model used to centralize, organize,*

and coordinate school response to an emergency crisis. This model facilitates the flow of information and resources, the use of standardized terminology and assignments, while allowing flexibility to expand or contract operations depending on the scope of the incident.

Site Specific Disaster Plan

The Executive Director or designee will maintain a site-specific School Disaster Plan (i.e., one for each rented or visiting facility where students and/or personnel will be located), based on the SEMS plan. The staff of the Charter School will be familiar with the emergency response procedures. All staff members will be trained to meet emergencies and to provide students with the instruction and practice they need in order to respond appropriately during emergencies and disasters.

The Executive Director or designee will activate the School's Emergency or Crisis Plan in a major disaster or when an emergency exists or threatens to exist that may impact the safety and well-being of students, employees and surrounding community. When the Emergency Crisis Plan is activated, staff will follow an Incident Command System (ICS). ICS is an organizational structure used by all emergency responders in the State of California when responding to an incident, which ensures centralized direction and coordination. Under ICS, one person (the Incident Commander) is in charge of the emergency at the site. The Incident Commander has full authority to command and direct resources. The Executive Director is typically the Incident Commander.

Depending on the nature and scope of the emergency, the Executive Director or designee may appoint Section Chiefs to oversee the four other functions: Planning, Operations, Logistics, and Finance and Administration. If the situation warrants, the Executive Director or designee can perform any or all five functions.

Incident/School Commander

The Management/Command Section is led by the highest-ranking available school official, who is responsible for overall policy, direction and coordination of the

emergency response effort during the incident. This Command Section is also responsible for interacting with responding agencies.

Responsibilities:

1. Assess emergency or threat and impact to students, staff, school property and surrounding community.
2. Activate emergency plan and Incident Command System.
3. Establish an Incident Command Post.
4. Develop and communicate a plan of action.
5. Provide others with status reports as appropriate.
6. Authorize any release of public information.
7. Declare end of emergency-initiate recovery if appropriate.
8. Remain in charge until redirected/released by fire or law enforcement incident commander or otherwise as appropriate.

Operations Section

The Operations Section is responsible for coordinating all operations in support of the emergency response and for implementing action plans. This section includes response teams that work toward reduction of the immediate hazard, mitigating damage, and establishing control and restoration of normal operations.

Responsibilities:

1. Coordinate Staff Buddy Assignments
2. Coordinate Search and Rescue
3. Coordinate Campus Check and Security
4. Coordinate Medical Aid
5. Coordinate Student Care
6. Coordinate Student Release
7. Coordinate Mental Health Counseling
8. Make sure teams have enough supplies
9. Reassign staff as needed
10. Schedule breaks and back-ups for staff
11. Coordinate mental health response activities

Planning/Intelligence Section

The Planning and Intelligence Section is responsible for collecting, evaluating, and disseminating information; maintaining documentation; and evaluating incoming information to determine the potential situation in the future.

Responsibilities:

1. Collect all information pertinent to incident (internal and external)
2. Analyze information for potential impacts or changes
3. Prepare and update status reports
4. Within 5 calendar days after an emergency, communicate with families, social-emotional, mental health and academic needs resources
5. Within 10 instructional days, communicate the continuation of independent study through online course completion
6. Ensuring that the Instructional Continuity Plan is up-to-date

Logistics Section

The Logistics Section is responsible for providing all types of support for the emergency response operation. This section orders all resources from off-site locations and provides facilities, services, personnel, equipment, transportation, and materials.

Responsibilities:

1. Open disaster container
2. Distribute supplies, kits, etc.
3. Set-up various staging area (s) for sanitation, feeding, etc.
4. Sign-in volunteers and assign to various sections needing assistance
5. Determine whether additional equipment, supplies, or personnel is needed
6. Make arrangements for transport of supplies and lodging of personnel as needed

Finance and Administration Section

The Finance and Administration Section is responsible for accounting and financial activities such as establishing contracts with vendors, keeping pay records, and

accounting for expenditures. This section is also responsible for all other administrative requirements and acts as the clearinghouse for documentation during the recovery phase.

Responsibilities:

1. Document all supplies redirected to emergency
2. Document all personnel time redirected to emergency (number of hours with description of activities performed)
3. Check with Section Chiefs to determine whether additional supplies, etc. will need to be purchased.
4. Purchase needed items.
5. Document all activities.

Each School Site Disaster Plan must include the following:

1. An evacuation route map for the administrative office (if applicable).
2. Student and employee accounting system and forms.
3. Student check-out procedure.

Pathways also maintains an Instructional Continuity Plan in accordance with Education Code section 32282(a)(3).

Preparedness

Emergency preparedness at school starts with school staff emergency preparedness at home. PAAE strongly encourages all staff to take the following personal preparedness measures:

1. Create a 72-hour emergency supply kit for the home.
2. Create an emergency car/office kit.
3. Develop a plan to reunite with family members.
4. Pack emergency supplies in the trunk of your car including:
    - Warm clothing
    - Non-perishable food and water.
    - Needed medication and first aid supplies.

- Personal hygiene supplies.
- Never let your car become too low on fuel.

Emergency Response Roles and Actions

If any of the following situations occurs to PAAE at a location (rented space), all staff will take action to ensure student safety in conformance with the site-specific School Disaster Plan and any procedures of the rented facility.

- Active Shooter/Armed intruder
- Bomb Threat
- Chemical Accident
- Earthquake
- Explosion
- Fire
- Flood
- Windstorm
- Lockdown

Response

Response is the process of implementing appropriate actions while an emergency situation is unfolding. In this phase, schools mobilize resources needed to address the emergency at hand. In any emergency situation, get help right away. Alert someone immediately—the Executive Director, the 911 Dispatcher, local fire department or police department, as appropriate.

Active Shooter/Threat

During active shooter/threat incidents, a site lockdown may be implemented. Further procedures and instructions will be included in the site-specific School Disaster Plans. To the extent that PAAE conducts any drill to prepare for active shooters or other armed assailants, PAAE shall comply with all requirements in Education Code section 32282(a)(2)(K), including that it shall not conduct a high-intensity drill and that it shall not include the use of real weapons, gunfire blanks, or explosions in the conducting of the drill.

Earthquakes

Earthquake-Specific Response

The following steps will be taken in case of an earthquake:

- Students and staff will immediately “duck and cover”.
- Individuals should conceal themselves under desks, tables or other structures that provide protection from falling materials and debris.
- Individuals should face away from windows and cover their head and face.
- Everyone will maintain their duck and cover positions until the earthquake has stopped and motion can no longer be felt.

Once motion stops, students and staff shall carefully assess their surroundings to identify any dangerous conditions as they prepare to evacuate. Special attention should be paid to any loose or damaged walls or ceiling materials that could fall, any exposed electrical wiring, gas pipes or other hazards.

Training and Preparation

- A drop procedure practice shall be held at least once a semester, or to the extent practicable given the independent study nature of PAAE’s program.
- Staff must review their work areas and ensure that heavy objects are not stored on high shelves, that all furniture or other equipment brought into a workspace is properly secured to prevent tipping and that adequate cover space exists for students and staff should an earthquake strike.
- PAAE provides safety-related training for all staff, including earthquake safety training.
- Parents and students are expected to review this Comprehensive School Safety Plan upon enrollment, which details our safety procedures and resources.

ADA Accommodations

In an emergency, people with disabilities may face a variety of challenges in responding to and/or evacuating to safety. In conformance with the site-specific School Disaster Plan and any procedures of the rented facility, staff are responsible to check their areas

in the event of an emergency and ensure everyone in their area is able to safely respond and/or evacuate. Staff will verify that anyone with disabilities is safely escorted or assisted in the event of an incident.

- A person with a mobility disability may need assistance leaving a building without a working elevator.
- Individuals who are blind or who have low vision may no longer be able to independently use traditional orientation and navigation methods.
- A deaf person may be trapped somewhere unable to communicate with anyone because the only available communication device relies on voice.

PAAE will also consider the needs of students with disabilities in accordance with the federal Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12101 et seq.), the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.), and Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794(a)). This includes when scheduling emergency drills (e.g., providing support items ahead of emergency drills). To the extent possible, PAAE will adhere during emergencies to accommodations related to the immediate sensory, mobility, behavioral, and/or medical needs in each student's IEP/504 Plan. For example, accommodations may include things such as noise-muffling headphones, mobility assistance/devices, adult accompaniment, access to emergency medications, self-calming strategies taught in advance, and fidget items. During an emergency, staff should only inform a student's peers of their disability/disabilities to the extent necessary to ensure student and staff safety, and so as to respect and ensure confidentiality about the student. After an emergency event, staff should anticipate that students with disabilities may require unique supports, such as with transitioning back to a typical school day and should ensure that any relevant accommodations as described in the student's IEP or 504 Plan are adhered to. Special education staff should anticipate the need for additional meetings and/or support plans for students with disabilities following an emergency.

Additional Procedures and Responsibilities

Prohibition of Smartphone Use During Emergencies

As a virtual school, during any in-person school-related emergency or perceived threat or danger in which students are under the supervision of school staff, pupils are prohibited from using smartphones or personal communication devices except as directed by school personnel or emergency responders. This measure is intended to support effective emergency communication, maintain situational awareness, and protect student safety. These procedures apply during in-person school-sponsored activities in which students are physically present under school supervision.

School Responsibilities

Charter School personnel will remain with students until:

1. Regular dismissal time and only if it is considered safe to do so.
2. If a student is a minor, an adult authorized by the parent or legal guardian whose name appears on the Student Emergency Information Card arrives to pick up the student.
3. As the school operates an independent study program, staff and students will continue with independent study through online course completion.

The Executive Director will:

1. Ensure that all site personnel are familiar with the procedures in the School Disaster Plan (SEMS).
2. Provide information to parents annually about the guidelines and procedures of the disaster plan as well as the parents' responsibilities under the plan.
3. Work in coordination with staff and representatives in the event of a disaster or emergency.
4. Coordinate the implementation of the School Disaster Plan (SEMS) in an actual event.
5. Designate a person who will assist in a disaster situation in their absence. Other authorized school personnel will all be cross trained to perform this duty in the event that the Executive Director is unavailable or incapacitated.
6. The Executive Director will inform parents of the procedures for checking out students after a disaster.

Authorized school personnel will:

1. Assist the Executive Director with notification of parents/guardians.
2. Manage incoming calls, questions, and concerns to others.
3. Remain on duty until dismissed by the Executive Director.

The Teacher will:

1. Become familiar with the School Disaster Plan.
2. Provide annual instruction to students in the drills and procedures of the Disaster Plan. They will orient the students periodically on disaster drill procedures.
3. Maintain a current roll sheet; check roll during each disaster; report any missing students to the command center.
4. Carry out other duties assigned by the Executive Director or designee.
5. Supervise and remain with their students unless they are assigned to other specific duties.
6. Keep roll books in their possession during drills and alerts. The roll book will include information about special needs students or those with special medical issues.
7. Remain on site and carry out their assignments until officially dismissed by the Executive Director or designee.

Procedures:

The Executive Director or designee on location will have forms with emergency contact information on their person at all times. The Executive Director or designee on site will have contact information of parents/guardians in the Student Information System on site, will follow the direction of officials, location personnel, and authorities to follow evacuation or lock down procedures of the facility. It is the responsibility of staff to keep students calm and follow instructions as given on site. As soon as possible, staff should contact the Executive Director to notify him/her of the situation. The Executive Director will remain in contact with the staff member(s), relaying information to the

parents/guardians as needed and will remain on site until all students have been released to the parent/guardian listed in the Student Information System.

Parent/Guardian Responsibilities:

In case of a declared emergency, minor students will be released only to persons designated in the Student Information System. Parents/guardians are responsible for ensuring that information in the Student Information System is current at all times.

Parents/guardians of minor students are asked to share in the Charter School's responsibility for informing students what they should do in case of an emergency, disaster, or event. Parents should specifically instruct their students to follow the school policy and directions of Charter School personnel. It is critical that students do not receive directions from parents/guardians that are contrary to the Charter School's stated policy on retention at school and authorized release in case of a real or perceived emergency.

Use of Facilities as Shelter or Welfare Center

During a local or regional emergency, it may become necessary for the administrative offices or other PAAE facilities to be used as an emergency shelter, operational center for first responders, or staging area for equipment by public agencies, including the American Red Cross. To meet the needs of the entire community, PAAE will work collaboratively with law enforcement, fire and other emergency responders to meet needs.

Fire Refuge Shelter Procedures

Education Code Section 32282(a)(2)(B)(i)(III) requires school safety plans to include fire safety and evacuation procedures for public school buildings. However, as a nonclassroom-based school, PAAE does not maintain or operate any sites or facilities where students and/or staff gather. Therefore, fire safety and evacuation procedures for public school buildings are not applicable to PAAE. Students may attend in-person school-related activities and events provided by our WIOA or program partners from time to time. Such partner organizations are expected to comply with applicable laws

relating to fire safety, including any evacuation procedures and orders by local authorities, to prioritize the safety of PAAE students. In the event that students and/or staff are present at a PAAE event or school-organized location during an emergency, appropriate local emergency procedures and evacuation procedures will be followed in coordination with local authorities.

SECTION 5: Health and Medical Emergency Procedures

Epinephrine Delivery System Procedures

As a virtual school, epinephrine delivery system procedures apply during in person school-sponsored activity in which students are physically present under the supervision of school staff (e.g. field trips, testing sessions, orientations, or ceremonies). During such activities, trained personnel may carry and administer an epinephrine delivery system in accordance with Education Code section 49414, activate emergency medical services (9-1-1) and notify parents/guardians and administration in the event of suspected anaphylaxis.

As a primarily adult-serving school, students who have been prescribed epinephrine may carry and self-administer their personal epinephrine auto-injector during any in person school-sponsored activity.
Staff are informed annually of responsibilities and training opportunities related to anaphylaxis response for in-person events. These procedures are reviewed annually to ensure compliance with state law.

Cardiac Emergency Response and AED Procedures

As a virtual school, cardiac emergency response and automated external defibrillator (AED) procedures apply during in-person school-sponsored activities in which students are physically present under the supervision of school staff (e.g. field trips, testing sessions, orientations, or ceremonies). Designated personnel initiate emergency

response actions, activate 9-1-1, and provide CPR/AED use if available until emergency services arrive. Staff are informed annually of emergency response roles and training opportunities related to in-person events. These procedures are reviewed annually to ensure compliance with state law and student safety.

SECTION 5: SUSPENSION/EXPULSION & SCHOOL DISCIPLINE

The Charter School reserves the right to suspend or expel students pursuant to the school's charter petition, policy and procedures established by the governing board, and applicable law.

Frequent interaction among students, and between students and staff, will occur mostly online via one-to-one and collaborative communication tools, or Learning Period (LP) meetings. These participants may also interact from time to time during proctored testing events. The Charter School has disciplinary procedures for student academic, interpersonal, and internet conduct. Discipline follows a process of escalating responses to each subsequent violation, with proper notifications and appropriate interventions at each step.

SECTION 6: PROCEDURES TO NOTIFY TEACHERS OF DANGEROUS PUPILS

Pursuant to Education Code section 49079, PAAE is required to inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The procedure is as follows:

Notification of Suspension History

Each September and February, all teachers and the Executive Director will be provided via email from the Registrar a list of enrolled students who have one or more

suspensions of a serious or violent nature. This list includes student suspensions for the current year plus the previous three years. Notification will be sent by email. Any information gained by teachers through this process must be held in strict confidence and may not be shared or disclosed to others.

Student Convictions

When the school receives information from the juvenile court system that a student has been convicted of a serious or violent crime requiring teacher notification, the Executive Director will provide written notice to the teacher using the procedures outlined in "Notification of Current Suspensions." Copies of this notice are maintained in the Student Information System.

SECTION 7: DISCRIMINATION, HARASSMENT, INTIMIDATION, BULLYING

Unlawful Harassment, Intimidation, Discrimination, and Bullying Policy

It is the policy of PAAE to prohibit discrimination, harassment, intimidation, and bullying on the basis of any characteristic protected by law. It is our mission to provide a professional work and learning environment that maintains equality, dignity, and respect for all. This policy applies to all applicants and employees, whether related to conduct engaged in by fellow employees or someone not directly connected to PAAE (e.g., an outside vendor). Conduct prohibited by these policies is unacceptable in the workplace and in any work-related setting outside the workplace, such as during business trips, business meetings, and business-related social events. For further details, please refer to PAAE's Harassment, Intimidation, Discrimination, and Bullying Policy (Policy 5015).

SECTION 8: SCHOOLWIDE DRESS CODE

The purpose of the Charter School dress code is to advocate a successful, respectful, and safe learning environment for all students and staff. Dress may not interfere with or

distract from learning and must be appropriate for the school activity. Inappropriate dress will be reported to the Executive Director. If the Executive Director finds the clothing is in violation of the dress code, individuals may be asked to change clothes when possible or be prohibited from participating in a school-sponsored activity.

Examples of Inappropriate Dress

- Clothing, jewelry, book covers, backpacks or binders that contain sexual connotations, mentions tobacco, alcohol, drugs, profanity, obscenity, weapons, violence, or gangs (such as gang-related apparel). For purposes of this policy, gang-related apparel is apparel that, if worn or displayed on a school campus, reasonably could be determined to threaten the health and safety of the school environment.
- Clothing that is revealing, strapless, see-through, low-cut, or exposes the midriff.
- Clothing that is not the appropriate length to meet the tips of the fingers when arms are down at the side with fingers extended.
- Pants and shorts must fit at the waist without sagging to reveal undergarments
- Shoes must be worn at all times.
- Clothing which may be intimidating to others such as metal studs, spikes, gang affiliation/attire, or puts the wearer in danger.

The Executive Director retains the sole discretion to make the final determination whether clothing, jewelry and accessories, and/or appearance meet acceptable standards.

SECTION 9: SAFE INGRESS AND EGRESS

The Charter School is an independent study program. By nature, our students do not come to campus. In the event that students will be in our care, school personnel will provide all relevant ingress and egress information specific to the location as applicable in order to ensure safety of pupils, parents, and school employees. However, the following procedures apply to all school-sponsored activities that occur at a physical location:

1. When entering or leaving a school-sponsored activity, drivers of vehicles shall follow all applicable traffic laws, the directions of school staff and law enforcement officials.
2. Students who ride bicycles to a school-sponsored activity are encouraged to wear appropriate safety helmets and must do so if required by law.
3. Students who walk to or from a school-sponsored activity should do so in groups or pairs whenever possible. Students who are approached by strangers or observe any concerning behavior must report it to staff or other trusted adult immediately.

SECTION 10: SAFE AND ORDERLY ENVIRONMENT

It is the priority of PAAE to provide students, families, and staff a safe environment free from harm, so they can pursue and support the education goals of the students.

Nondiscrimination and Fair Treatment of Pupils

The Charter School is non-sectarian in its programs, admissions policies, employment practices, and all other operations. The Charter School does not charge tuition and does not discriminate on the basis of race, ethnicity, national origin, gender, or disability as required by Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Education 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, Title II of the Americans with Disabilities Act of 1990, and any other applicable state or federal law.

Acceptable Use Policy

Internet access is required for students taking Charter School courses. Internet access offers valuable, diverse, and unique resources to both students and teachers. Access must be used in a responsible, safe, efficient, ethical, and legal manner. For further details, please refer to PAAE's Acceptable Use Policy 5045, found on our website.

Substance Abuse

The abuse of controlled substances (e.g., alcohol, illicit drugs) has no place in the school learning environment. Students are expected to refrain from behaviors that may negatively impact their academic performance. Teachers who believe students have engaged in such behaviors shall contact the Executive Director. The Executive Director will investigate the situation, and if warranted, will report this to the student's parent/guardian(s). The Executive Director may refer students to counseling, and if warranted, to law enforcement.

SECTION 11: SAFE ACT - Presence of Immigration Enforcement Agents Notification

PAAE is required to notify parents/guardians, teachers, administrators, and school personnel when PAAE confirms the presence of immigration enforcement at PAAE's schoolsite (i.e. facilities). Such notification is intended to prevent panic, promote a sense of security, and maintain an environment where all students—regardless of immigration status—feel safe and supported.

PAAE may release such notification by any means deemed appropriate by the Executive Director or designee, including but not limited to via email or phone call. When determining when and how to issue such notification, the Executive Director or designee shall consider the safety and well-being of the pupils, employees, and community members. The notification may, but is not required to, include a hyperlink to further resources for families with information about their educational rights, state laws that protects parents' and students' privacy and confidentiality, and any counseling or support services if available. The notification shall not include any personally identifiable information, including of any student or staff member.

The following resources are available to immigrant families responding to detentions or deportations:

- Know Your Educational Rights: Guide for Students and Families (English) — California Attorney General
- Conozca Sus Derechos Educativo: Guía para estudiantes y familias (Spanish) — Procurador General de California

- The Immigration and Customs Enforcement (ICE) detainee locator: https://locator.ice.gov/odls/homePage.do. Please Note: This site is intended only for locating individuals who are already detained, and not for general immigration status inquiries.
- Immigration lawyers in private practice, accredited representatives (who assist immigrants in immigration proceedings), or legal-aid organizations:
    - State Bar of California Attorney Search: http://www.calbar.ca.gov/Attorneys
    - California organizations accredited by Board of Immigration Appeals (BIA) to represent immigrants before the Department of Homeland Security (DHS) and Executive Office of Immigration Review (EOIR): https://www.justice.gov/eoir/page/file/942306/download#CALIFORNIA.
    - California Courts Self-Help Centers: http://www.courts.ca.gov/selfhelp- selfhelpcenters.htm.
    - Legal-aid offices and lawyer-referral services: http://www.courts.ca.gov/getting-legal-help.
    - The consulate or embassy of the parent's or guardian's country of origin.

SECTION 12: OPIOID OVERDOSE AWARENESS AND RESPONSE PROCEDURES

What are signs of an opioid overdose?

- Relaxed muscles
- Slow or slurred speech
- Looking sleepy or nodding out
- Unresponsive to stimulation
- Very slow, irregular or not breathing
- Deep snoring, gurgling or wheezing
- Blue or grayish skin tinge (lips, fingertips first)
- Pale, clammy skin
- Faint pulse
- Tiny pupils

How to respond during a potential overdose situation

- Check for responsiveness (rub sternum, yell and pinch the person)

- Call 911 immediately (state person isn't breathing or is unresponsive and an overdose is suspected)
- Administer emergency naloxone hydrochloride or another opioid antagonist (if available) immediately
- Administer CPR (if trained)

How to help after assisting someone with an overdose:

- Facilitate expedient transport to Urgent Care
- Contact parents of the student immediately
- Maintain confidentiality

APPENDIX A: SUICIDE PREVENTION GUIDANCE

The publications of many organizations and governmental agencies contain advice for people who are engaged with suicidal people. That advice is summarized below. Please visit our website here for mental health resources and the suicide prevention help line.

Do's

Listen to what the person is saying and take her/his suicidal threat seriously. Many times a person may be looking for just that assurance.

Observe the person's nonverbal behavior. In children and adolescents, facial expressions, body language, and other concrete signs often are more telling than what the person says.

Ask whether the person is really thinking about suicide. If the answer is "YES," ask how she/he plans to do it and what steps have already been taken. This will convince the person of your attention and let you know how serious the threat is.

Get Help by contacting an appropriate Crisis Response Team member. Never attempt to handle a potential suicide by yourself.

Stay with the person. Take the person to a CRT member and stay with that person for a while. The person has placed trust in you, so you must help transfer that trust to the other person.

Don'ts

Don't leave the person alone for even a minute.

Don't act shocked or be sworn to secrecy.

Don't underestimate or brush aside a suicide threat ("You won't really do it; you're not the type"), or to shock or challenge the person ("Go ahead. Do it"). The person may already feel rejected and unnoticed, and you should not add to the burden.

Don't let the person convince you that the crisis is over. The most dangerous time is precisely when the person seems to be feeling better. Sometimes, after a suicide method has been selected, the person may appear happy and relaxed. You should, therefore, stay involved until you get help.

Don't take too much upon yourself. Your responsibility to the person in a crisis is limited to listening, being supportive, and getting her/him to a trained professional. Under no circumstances should you attempt to counsel the person.

APPENDIX B: SUSPECTED CHILD ABUSE REPORT, FORM SS8572

To Be Completed by Mandated Child Abuse Reporters

Pursuant to Penal Code Section 11166

Suspected Child Abuse Report - Click here for form