

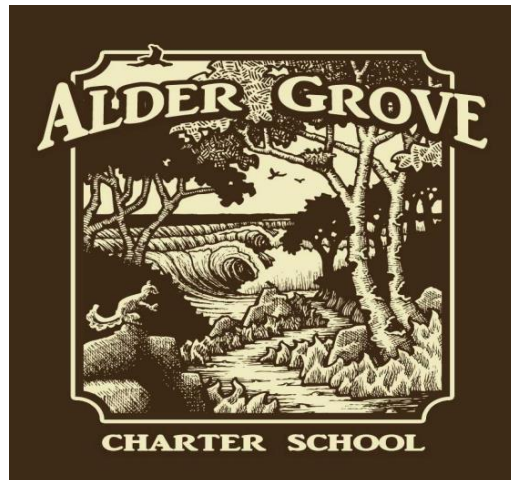
Alder Grove Charter School

Comprehensive School Safety Plan

SB 187 & SB 334 Compliance Document

2023-2024

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Board Approved 02/13/2024
Reviewed by School Resource Officer Don Arminio (EPD)



Alder Grove Charter School
714 F St.
Eureka, CA 95501

South Bay Union School District

This document is to be maintained for public inspection during business hours

Comprehensive School Safety Plan

Alder Grove Charter School
Section 1: General Information – School Safety
Part 1: District Commitment to School Safety

Alder Grove Charter School (the charter school) is committed to ensuring that students enrolled in this school, and all employees attend campuses that are safe and secure. The charter school believes that a beginning step toward safer schools is the development of a comprehensive plan. The charter school intends that parents, students, teachers, administrators, counselors, classified personnel, and community agencies develop safe school plans, including local law enforcement. The school site safety team will review these safe school plans on an annual basis and proposed changes will be submitted to the Governance Council for approval.

Comprehensive School Safety Plan

Alder Grove Charter School
Section 1: General Information – School Safety
Part 2: Maintaining a Safe and Orderly Environment

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

Our Governance Council, administration, and staff desire to provide an orderly, caring, and nondiscriminatory learning environment in which all students can 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 and amongst independent study 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.

The charter school remains in compliance with existing laws related to school safety. This comprehensive safety policy outlines several elements critical to maintaining a safe school environment.

Comprehensive School Safety Plan

Alder Grove Charter School
Section 2: Child Abuse Reporting
Part 1: Child Abuse Reporting Procedures

Child abuse reporting law (Penal Code Section 11166) requires that any employee of the charter school who has reason to believe that a child has been subjected to abuse, report the incident to the proper authorities.

At Alder Grove Charter School, protecting children from child abuse is a major priority. Each year the staff is trained in how to spot child abuse indicators and the procedures to follow when abuse is suspected.

Employees of the charter school are familiar with Penal Code Section 11166 and understand the requirement that certificated and classified personnel report suspected child abuse immediately or as soon as practically possible to the Executive Director or to Children’s Protective Services by telephone. They are aware that a call must be followed within at least 36 hours by a written report to the child protective agency.

The determination as to who should be contacted will depend greatly upon the situation at hand. In extreme circumstances, the Eureka Police Department will dispatch a unit to the school as soon as possible. Children’s services may take longer to respond. School personnel should always take into consideration the severity of the abuse and the extent to which the student’s safety is at risk. If in doubt, it is better to err to the side of caution by calling the Eureka Police Department.

The requirements of school personnel and the identification and reporting of known or suspected child abuse to a protective agency is mandated by the State of California Penal Code. In fact, failure to do so on the part of school personnel could lead to penalties which might be imposed on these individuals. The Alder Grove Charter School board policy is regularly updated to reflect appropriate legislation. Excerpts from the California Penal Code are printed below.

From California Penal Code Section 11166

...any child care custodian, health practitioner, or employee of a child protective agency who has knowledge or observes a child in his or her professional capacity within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse shall report the known or suspected instance of child abuse to a child protective 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.

Alder Grove Charter School – Child Abuse Prevention Programs

Recognizing that our responsibility to students includes the protection of their physical and mental well-being, the Governing Board desires to provide whatever opportunities or resources may be available for the prevention of child abuse.

The Governance Council is aware that:

1. Child abuse and neglect is a severe and increasing problem in California.
2. School districts and preschools are able to provide an environment for training of children, parents, and all school district staff.
3. Primary prevention programs in the school districts are an effective and cost-efficient method of reducing the incidence of child abuse and neglect and for promoting healthy family environments.

The Executive Director shall explore funding and assistance available for the establishment of programs directed toward preventing the occurrence of child abuse, including physical abuse, sexual assault, and child neglect, and reducing the general vulnerability of children, including coordination with and training for parents and school staff.

Parents shall be given notice of, and may refuse to have their children participate in, prevention training programs.

Duty to Report

Certificated employees and classified employees trained in child abuse identification and reporting shall report known or suspected child abuse to a child protective agency by telephone immediately or as soon as practically possible and in writing within thirty-six hours. The reporting duties are individual and cannot be delegated to another individual.

Definitions

1. "Child Abuse," as defined by law, pursuant to Penal Code 273 and 11165, and for purposes of this regulation includes the following:
 - a. Physical abuse resulting in a non-accidental physical injury.
 - b. Physical neglect, including both severe and general neglect, resulting in negligent treatment or maltreatment of a child.
 - c. Sexual abuse including both sexual assault and sexual exploitation.
 - d. Emotional abuse and emotional deprivation including willful cruelty or unjustifiable punishment.
 - e. Severe corporal punishment.
2. "Mandated Reporters" are those people defined by law as "child care custodian," "medical practitioners" and non-medical practitioners" and include virtually all school employees. The following school personnel are required to report:

Teachers, administrators, supervisors of child welfare and attendance, certificated pupil personnel employees, employees of a child care institution, Head Start teachers, school psychologists, licensed nurses, counselors, presenters of child abuse prevention programs, and those instructional aides or other classified employees trained in child abuse reporting.

3. “Child Protective Agencies” are those law enforcements and child protective services responsible for investigating child abuse reports, including the local police or sheriff department, county welfare or juvenile probation department, and child protective services.
4. “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 position, drawing when appropriate on his/her training and experience, to suspect child abuse. (California Penal Code 11166)

Reporting Procedures

1. To report known or suspected child abuse, any employee (as defined above) shall report by telephone to the local child protective agency.

The telephone report must be made immediately, or as soon as practically possible, upon suspicion. The verbal report will include:

- a. The name of the person making the report.
- b. The name of the child.
- c. The present location of the child.
- d. The nature and extent of any injury.
- e. Any other information requested by the child protective agency, including the information that led the mandated reporter to suspect child abuse.

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

2. Within thirty-six (36) hours of making the telephone report, the mandated reporter will complete and mail a written report to the local child protective agency.

The written report shall include completion of the required standard Department of Justice form (DOJ SS 8572).

The mandated reporter may request and receive copies of the appropriate form either online or directly from the local child protective agency.

Detailed instructions for completion of the form are on the back sheet of the form. Reporters may request assistance from the site administrator in completing and mailing the form; however, the mandated reporter is still responsible for ensuring that the written report is correctly filed.

3. Employees reporting child abuse to a child protective agency are encouraged, but not required, to notify the Executive Director designee as soon as possible after the initial verbal report by telephone.
4. Administrators so notified shall provide the mandated reporter with any assistance necessary to ensure that the verbal or written reporting procedures are carried out according to state law and district regulations. If requested by the mandated

reporter, the Executive Director, or designee may assist in the completion and filing of these forms.

Legal Responsibility and Liability

1. Mandated reporters have absolute immunity. School employees required to report are not civilly or criminally liable for filing a required or authorized report of known or suspected child abuse.
2. A mandated reporter who fails to report an instance of child abuse, which he/she knows to exist or reasonably should know to exist, is guilty of a misdemeanor and is punishable by confinement in jail for a term not to exceed six (6) months or by a fine of not more than one thousand dollars (\$1,000) or both. The mandated reporter may also be held civilly liable for damages for any injury to the child after a failure to report.
3. When two (2) or more persons who are required to report jointly, have knowledge of suspected instance of child abuse, and when there is agreement, and a single report may be made and signed by the person selected. However, if any person who knows or should know that the person designated to report failed to do so, that person then has a duty to make the report.
4. The duty to report child abuse is an individual duty and no supervisor or administrator may impede or inhibit such reporting duties. Furthermore, no person making such a report shall be subject to any sanction.

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse, the Executive Director shall not notify the parent or guardian as required in other instances of removal of a child from school, but rather shall provide the peace officer with the address and telephone number of the child's parent or guardian.

It is the responsibility of the peace officer to notify the parent or guardian of the situation. Peace officers will be asked to sign an appropriate release or acceptance of responsibility form (cf. 5145.11 – Questioning and Apprehension).

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 charter school regulations. The Executive Director or designee should consult with legal counsel in implementing either suspension or dismissal.

Comprehensive School Safety Plan

Alder Grove Charter School
Section 3: Employee Background Checks
Part 1: Fingerprinting and Background Checks

As a condition of employment, the School requires all applicants for employment to submit fingerprints to the Department of Justice for the purpose of obtaining criminal record summary information from the Department of Justice and Federal Bureau of Investigation. The School will not employ a person who has been convicted of a violent or serious felony or a person who would be prohibited from employment by a public school district because of his or her conviction for any crime unless an applicable exception applies. The School will not employ any applicant until the Department of Justice completes its check of the state criminal history file as provided by law. The School shall also request subsequent arrest notification from the Department of Justice and take all necessary action based upon such further notification.

Comprehensive School Safety Plan

Alder Grove Charter School
Section 4: Disaster Procedures
Part 1: General Information – Disaster

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

First Aid Kit & Fire Extinguishers

First Aid kits are available in the school office. The first aid kit contains medical supplies needed in case of minor accidents. Please report to the front office staff if the kit needs more supplies.

Fire extinguishers are accessible at the office and at strategic locations around the building. Please report to Executive Director/designee if you need a new fire extinguisher or need to charge your existing one. Fire extinguishers are inspected annually by an outside company that provides this service.

Remember to notify the Executive Director/designee or front office staff immediately if there are any school-related accidents or injuries.

Guidelines for People With Disabilities

Evacuation of people with disabilities will be given high priority in all emergencies. In an emergency situation, it is important to familiarize staff with the needs of people with disabilities. Whenever possible, people with disabilities will be positioned near a doorway for an easier exit.

Comprehensive School Safety Plan

Alder Grove Charter School

Section 4: Disaster Procedures

Part 2: Biological/Chemical Weapons Assault

Biological and chemical weapons are unconventional warfare tactics that can be deployed upon the public with little or no notice. Such weapons typically involve microscopic materials that may be organic or synthetically manufactured in laboratories. Biological or chemical weapons can be in powder form, liquid, or vaporous. Agents used in biological/chemical attacks include, but are not limited to: anthrax, smallpox, other harmful viruses, various forms of nerve gas, tear gas, and other vaporous irritants. Pranks using stink bombs should also be considered a chemical weapons attack.

There are several possible dispersion techniques to deliver biological and chemical agents. The following procedures should be utilized in the event of an assault involving biological or chemical weapons.

Any possible biological/chemical weapons assault should be reported immediately to the Executive Director or designee.

The Executive Director or designee should notify law enforcement authorities immediately.

As necessary alert all site employees of the situation by intercom.

If the agent is delivered via aircraft:

- All staff and students should be moved indoors.
- Keep students inside and take roll.
- Close and secure all doors and windows.
- Ensure that the HVAC is shut down.
- Cover vents with plastic or thick paper using tape to create a seal.
- Inspect all windows and doors for cracks, gaps, or holes. Cover any with plastic or thick paper using tape to create a seal.
- Remain in this area until notified to leave by the Executive Director or designee or officers of emergency response agencies.
- Immediately report any injuries or illnesses to the Executive Director or designee or officers of emergency response agencies.

If the agent is delivered via dispersion device that is outdoors:

- All staff and students should be moved indoors.
- Keep students inside and take roll.
- Close and secure all doors and windows.
- Ensure that the HVAC is shut down.
- Cover vents with plastic or thick paper using tape to create a seal.

- Inspect all windows and doors for cracks, gaps, or holes. Cover any with plastic or thick paper using tape to create a seal.
- Remain in this area until notified to leave by the Executive Director or designee or officers of emergency response agencies.
- Immediately report any injuries or illnesses to the Executive Director or designee or officers of emergency response agencies.

If the agent is delivered via dispersion device that is indoors:

- All staff and students should be evacuated to the school's normal outdoor evacuation assembly area unless that area may be affected by the assault. Role should be taken.
- Remain in this area until notified to leave by Executive Director or designee or officers of emergency response agencies.
- The HVAC system should be shut down.

If the agent is delivered via the school's HVAC system:

- All staff and students should be evacuated to the school's normal outdoor evacuation assembly area unless that area may be affected by the assault. Role should be taken.
- Remain in this area until notified to leave by the Executive Director or designee or officers of emergency response agencies.
- The HVAC system should be shut down.

In any situation involving biological or chemical weapons the Executive Director and staff must follow all instructions given by officers of emergency response agencies. The Executive Director will work with the district and county office of education to handle telephone inquiries, rumor control, media relations, public information, employee/student crisis counseling, and facility damage assessment/control.

Comprehensive School Safety Plan

Alder Grove Charter School
Section 4: Disaster Procedures
Part 3: Bomb Threat Procedures

If you observe a suspicious object or potential bomb on property, DO NOT HANDLE THE OBJECT, IMMEDIATELY NOTIFY 9-1-1.

1. Receiving the Call

Make every attempt to keep the caller on the phone as long as possible to gain information. Try if possible, to determine the gender and age of caller. Try if possible, to get the caller to tell you the exact location of the bomb and the time of threatened detonation.

2. Notification Procedures

School Site, communicate the above information to the following in this order:

- Executive Director
- Other designee (Principal/Director of Operations, Director of Secondary Programs, Academic Support and Testing or other Coordinator, Director of Special Services, School Psychologist)

The Executive Director or designee will notify local law enforcement and the District Superintendent's office.

District Office will communicate the above information to the County Superintendent's Office.

Strictly follow the above notification procedures and do not discuss or notify others of the bomb threat since this may create an unwarranted panic response at the facility.

3. Action Plan Procedures

If required to develop an action plan, the Executive Director or designee may consult with the following: other administrators, district Superintendent, head custodian utilizing their expertise.

If the location of the bomb is not specifically designated, students will be kept in the classroom.

The Executive Director (or designee) will make the decision to evacuate the building. However, if possible, this decision should be made in conjunction with law enforcement authorities after they arrive at the site.

The decision to search the building will be made in conjunction with law enforcement authorities and performed by them.

Reoccupation of an evacuated building will be authorized by the Executive Director (or designee) only after consulting with law enforcement authorities.

Comprehensive School Safety Plan

Alder Grove Charter School

Section 4: Disaster Procedures

Part 4: Chemical or Hazardous Material Incident

If a hazardous material incident occurs off site, stay indoors and close all doors and windows (referred to as taking “Shelter in Place”).

Notify 9-1-1 of the Chemical or Hazardous Material Incident.

If possible, determine the location of the spill in relation to facility buildings and wind direction.

Do not evacuate buildings until you are sure you will not be evacuating into an area which may be more hazardous.

Follow all instructions given by the Fire Department when they arrive at the facility.

Comprehensive School Safety Plan

Alder Grove Charter School
Section 4: Disaster Procedures
Part 5: Earthquake Procedures

Indoors

DUCK, COVER, AND HOLD.

Get under desk or table. Move away from windows and objects that could fall. Stay under desk or table until shaking stops.

Outdoors

Move away from building, utility poles and vehicles. Avoid all down wires or electrical lines. Do not run.

General

Be prepared for immediate aftershocks and ground motion

Evaluate immediate area for earthquake related hazards (fire, building collapse, gas leaks, broken electrical lines, wires etc.).

Evaluate immediate area (classroom, offices, etc.) for injuries or medical aid situations.

Call 9-1-1, if you have an immediate emergency such as a fire or serious injury.

Assist injured with First Aid treatment.

Do not evacuate buildings unless you have a hazard-related reason to do so.

Classroom Teachers: If directed to evacuate, grab safety backpack and attendance binder and lead students to assigned area (F Street sidewalk at the outer edge parking lot). Conduct a headcount to account for all personnel and students.

Establish communications with Executive Director or person in charge or and follow emergency checklist and procedures located in classroom binder.

Assist any police or fire units that respond to your location.

Comprehensive School Safety Plan

Alder Grove Charter School
Section 4: Disaster Procedures
Part 6: Explosion, Aircraft Crash, or Similar Incident

If possible, Duck and Cover under a desk or table.

Notify 9-1-1 of the explosion or crash

Assist any injured requiring first aid treatment

If necessary because of fire, building damage etc., evacuate building.

Assist any persons who would have physical problems evacuating the building.

Go to an outdoor evacuation/assembly area which is hazard free and not affected by the explosion or crash.

Classroom Teachers: If directed to evacuate, grab safety backpack and attendance binder and lead students to assigned area (F Street sidewalk at the outer edge of the parking lot). Conduct a headcount to account for all personnel and students.

Keep fire lanes, streets and walkways open for emergency responders.

Stay in assembly area and account for all personnel and students.

Do not return to buildings until authorized by fire department or Executive Director or designee.

Comprehensive School Safety Plan

Alder Grove Charter School
Section 4: Disaster Procedures
Part 7: Fire Procedures

Call 9-1-1 to report a fire, stay one line and give specific information (name, address of school or facility).

Utilize intercom to instruct habitants of fire location. Evacuate building when you hear an announcement.

Classroom Teachers: If directed to evacuate, grab safety backpack and attendance binder and lead students to assigned area (F Street sidewalk at the outer edge of the parking lot). Conduct a headcount to account for all personnel and students.

In the event of a small fire, notify 9-1-1 and then use the nearest fire extinguisher to control the fire if you have been trained in their use.

Do not attempt to fight large fires, call 9-1-1 and evacuate building.

Assist students in building evacuation and proceed to outdoor school evacuation area or areas.

When evacuating buildings walk, do not run.

If heavy smoke is present, crawl or stay near floor for breathable air.

Assist any individuals who would have physical problems evacuating the building.

Stay in the designated assembly area and account for all personnel and students.

Do not block fire lanes or areas used by the fire department.

Do not reenter building until authorized by fire department or the Executive Director or designee.

If the fire is off site, wait for instructions from the Executive Director or designee.

Comprehensive School Safety Plan

Alder Grove Charter School
Section 4: Disaster Procedures
Part 8: Lockdown/Active Shooter Procedures

Any threatening disturbance should be reported immediately to the Executive Director or designee.

If the disturbance is affecting normal school or facility operations, Executive Director or designee should notify law enforcement authorities immediately.

As necessary, alert all site employees of the situation by intercom. Site staff must follow the instructions below:

If you are inside:

- Close and lock all doors and windows immediately upon notification of situation
- Keep all students inside and take roll
- If feasible, move all students to a center point and keep low to the ground. Stay away from all doors and windows.
- Never open the door or window to anyone
- Keep students inside classroom or nearest secure room, regardless of lunch or break, until you are told by the Executive Director or designee that the situation has been resolved.

If you are outside:

- Immediately have students and staff seek shelter if it is safe to do so. If shelter is not available, ensure students lie flat on the ground immediately.
- Children in restrooms should be instructed to stay there until directed to exit by the Executive Director or designee.

Active Shooter

An active shooter procedure is different from a lock down procedure. In the case of an active shooter on campus any staff member can/will announce “shooter on campus” over the phone intercom and speaker system. Staff and students will follow the “run, hide, fight” protocol. Staff and students who can exit the building quickly, quietly, and safely, should do so. If the route is safe, students should be removed from campus and taken to the empty lot on the southeast corner of 8th and D streets. If the halls are not clear, then staff and students should follow lockdown procedures: lock door, turn off lights, stay quiet, and wait for emergency personnel. Do NOT unlock your door or leave the building even if the shooting has ceased. In a situation where hiding or exiting is impossible, fighting back is the best solution, using whatever makeshift weapon you can find (a shoe, chair, stapler, etc.).

Staff will continue to receive regular training from the local police department about active shooter procedures.

Comprehensive School Safety Plan

Alder Grove Charter School
Section 4: Disaster Procedures
Part 9: Evacuation Details, Parent Notification, and Follow Up

In the event of an evacuation, front office personnel will:

1. Take rolling cart with emergency supplies, including binder with student release forms, to assigned evacuation area, and set up information table/first aid center.

Person in Charge (Executive Director or designee) will:

1. Make sure that the building is evacuated in case of fire. Determine if evacuation is necessary after earthquake.
2. Check with each teacher to determine that all students are present, and wait for further instructions from the Teacher in Charge or emergency personnel.
3. Assign teacher to call Executive Director if not on site and inform of situation.
4. Set up and maintain a first aid center.
5. Verify that the following has been done:
 - a. Fire: shut off gas, electricity and water (in that order)
 - b. Earthquake: Inspect the building for damage: if gas is smelled, turn off gas. If there is an electrical problem, turn off electricity. If there are water leaks, turn off the water.
6. If telephone is operable:
 - a. Notify police department and/or fire department
 - b. Notify radio stations if appropriate
 - c. Monitor incoming calls
7. Maintain communication with staff and outside agencies

Special Information for Parents

Telephones/Communications

In the event of an earthquake, flood or other disaster, keep your radios tuned to your local radio station for advisory information. Please do not call the school as we must have the lines open for emergency calls.

Dismissal

Should there be a major earthquake or disaster, children will remain under the supervision of school authorities until parents or guardian can pick them up. Students must be signed out by a legal guardian or someone listed on the student's emergency contact list.

Student Release Procedure

1. Parent or Guardian shall go directly to the entrance of the school. If students have been moved because of safety concerns, find Parent reunification zone at information table/first aid station.

2. Go directly to the information table/first aid station. Show ID and sign out the child/children whom you will be taking. **Do not** remove your child without signing the emergency release form. This provides a record each child's location.
3. Once the release is signed, parent or guardian shall collect their student from the teacher, aide, or adult responsible for that child
4. Unless you are staying to volunteer, please leave as quickly as possible
5. If you are able to volunteer, please see the teacher in charge. Volunteers should not sign out their child(ren) or remove them from the premises. Volunteers will be needed for the following jobs:
 - a. first aid
 - b. monitoring traffic
 - c. dismissing students
 - d. helping with classes

If You Can't Get to the School

Should a major disaster occur, it is likely that many parents will not be able to reach the school right away. If conditions make it necessary, we will release your child to the adult indicated on your child's Emergency Release form. We will keep a written record of the child and the adult to whom the child has been released.

The Teacher in Charge will determine the safety of the building. In the event the building cannot be reoccupied due to fire or other disaster, the students will be taken to a parent reunification zone or transferred to the nearest available shelter.

Food and Water

In the event that children will need to remain on campus for several hours after any sort of a disaster, there will be a supply of water and limited food in the school disaster cart (the gray trash can located beneath the stairs in the northeast corner of the building).

Regular Drills

Staff will receive yearly training in safety procedures. All students in on-campus classes will review safety procedures and practice drop drills regularly.

Public Emergency Agencies

Because the current facility is leased from a private entity, the school will not allow public agencies, such as the Red Cross, to utilize the building in case of emergencies unless express permission is given from the property owner (or designee).

Comprehensive School Safety Plan

Alder Grove Charter School
Section 4: Disaster Procedures
Part 10: Psychological Trauma and Suicide

Psychological Trauma Safety Plan

Prevention/Mitigation Phase

Our school both assesses and addresses building security, the safety and integrity of facilities, the culture/climate of schools, and the need for secondary prevention mental health programs.

Preparedness

Crisis management at Alder Grove Charter School specifies actions during and subsequent to any emergency that may have a psychological impact on students and staff.

Examples of minor to significant emergencies that likely have a psychological impact are as follows:

- Minor (site area or classroom specific): student injury/medical issue on site, act of violence, minor accident in the parking lot, death of student's family member, ethnic or racial tension, and other incidents requiring crisis response for a specific individual or group of people.
- Moderate (whole site): death of student or staff member, small fire on-site, and other incidents requiring crisis response for the whole school site.
- Significant (district and/or community): major fire, major earthquake or other natural disaster, serious environmental problem, school shooting, staff or student suicide, and other incidents requiring crisis response for the whole district and/or community.

Emergencies like those described above usually produce one or more of the following conditions:

- Temporary disruption of regular school functions and routines.
- Significant interference with the ability of students and staff to focus on learning.
- Physical and/or psychological injury to students and staff.
- Concentrated attention from the community and news media.

As a result of such emergencies, students and staff may exhibit a variety of psychological reactions. As soon as the physical safety of those involved has been insured, attention must turn to meeting the emotional and psychological needs of students and staff.

Response

1. The Executive Director will contact the Director of Special Services and/or School Psychologist for specific procedures relating to crisis management.
2. The Executive Director or designee will activate the School Psychological First Aid Team, which has primary responsibility for providing necessary assistance after all types of crises.
 - a. The school Psychological First Aid Team includes: The Executive Director or designee, Executive Director of Special Services, School Psychologist, and Humboldt County Office of Education mental health personnel (if deemed necessary by an administrator).
3. The Psychological First Aid Team will assess the range of crisis intervention services needed during and following an emergency. The Team may determine the need for additional psychological support and will contact the Superintendent to request additional mental health support.
4. The Psychological First Aid Team will provide direct intervention services as appropriate.
5. The Psychological First Aid Team will advise and assist the Executive Director to restore regular school functions as efficiently and as quickly as possible.
6. In performing their duties, the Psychological First Aid Team members will limit exposure to scenes of trauma.
7. The Psychological First Aid Team should isolate students demonstrating externalized behavior.
8. The Psychological First Aid Team will provide ongoing assessment of needs and follow-ups services as required for both student and staff.
9. The Psychological First Aid Team will make referrals as necessary to aid in recovery.

Recovery

Steps are taken to assist students, staff, and their families in the recovery process and to restore education operations in the school. This phase involves conducting psychological impact observations and/or screenings/assessments, and addressing grief, stress, and/or other mental health reactions. The very early stages of the recovery phase (hours or days after the emergency) are the most appropriate times to deliver psychological screenings/assessments.

It is critical to provide a mental health response for students, staff and parents after a crisis that has impacted a school. Victims of a crisis experience a real need to return to “normal,” but normal as they once knew it is forever changed. Counselors and crisis survivors find the concept of a “new normal” to be very reassuring and accurate. One of the most important actions is simply to listen and allow victims to express his/her own needs and feelings. Encouragement and support, while avoiding judgmental remarks, is the goal.

When the needs of the victims exceed the immediate resources available to the school, Humboldt County Office of Education and/or Humboldt County Mental Health and the agencies working under its umbrella are available to support schools in providing universal and small group supports at the school site.

The school Psychological First Aid Team will refer to outside agencies as necessary using available data, for those staff and students that require further, more intensive mental health services. The services may include a referral to an outside agency therapist, grief support group, or other Humboldt County Mental Health Support.

Suicide

Do

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 (School Psychologist, Executive Director, or designee). Never attempt to handle a potential suicide (threat) by yourself.

STAY with the person. Take the person to a designated staff member (Executive Director or designee, Psychologist) and stay with that person for awhile. The person has placed trust in you, so you must help transfer that trust to the other person.

Don't

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.

Comprehensive School Safety Plan

Alder Grove Charter School
Section 4: Disaster Procedures
Part 11: Planned and Unplanned Power Outages

Planned Power Outages

In the event of a planned power outage during the school and/or work day, the school building will be closed to staff, students, and families due to lack of power, emergency alert systems, heat, and light. The power company does its best to predict when the power will be turned off, but sometimes the information is inaccurate. Alder Grove Charter School will alert staff and families through email, social media, and phone or text as to whether the building will be open or not, especially when information is not forthcoming from the power utility company. In most cases, if the power is out at 7 am, the building will be closed that day. If the power is on by 7 am, regular operations will commence. If the power returns sometime in the morning, some staff may come in and work. This will be determined on a case-by-case basis.

Unplanned Power Outages

Each room and common space is equipped with an emergency flashlight that turns on when power is lost. These will be used to safely guide students to naturally lit areas if the power is lost during a regular school and/or work day. Teachers and staff will lead students toward the front of the building where there are windows and natural light. The school's cell phones and the manual phone line will be used to call parents for pickup. Once the students are gone, staff may leave the building.

In the event of an unplanned planned power outage during a school and/or work day, the school building will be closed to staff, students, and families due to lack of power, emergency alert systems, heat, and light. These outages usually occur because of storms or other disasters. The power company does its best to predict when the power will be restored, but sometimes the information is inaccurate. Alder Grove Charter School will alert staff and families through email, social media, and phone and text as to whether the building will be open or not, especially when information is not forthcoming from the power utility company. In most cases, if the power is out at 7 am, the building will be closed that day. If the power is on by 7 am, regular operations will commence. If the power returns sometime in the morning, some staff may come in and work. This will be determined on a case-by-case basis.

Comprehensive School Safety Plan

Alder Grove Charter School
Section 4: Disaster Procedures
Part 12: Pandemics and Disease Outbreaks

For an explanation of how to conduct business during the school year in a pandemic, please see the extensive guidance from California Department of Public Health (“COVID-9 Reopening In-Person Instruction Framework & Public Health Guidance for K-12 Schools in California, 2020-2021 School Year”) and the school specific “COVID-19 Prevention Plan.” The school will follow the appropriate guidance from the California Department of Public Health, The California Department of Education, Humboldt County Office of Education, and Humboldt Public Department of Health and Human Services as applicable.

Comprehensive School Safety Plan

Alder Grove Charter School
Section 4: Disaster Procedures
Part 13: Adaptations for Students with Disabilities

Introduction: In accordance with state and federal laws, including but not limited to the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act, the California comprehensive school safety plan includes provisions to ensure the safety and well-being of students with disabilities. Recognizing the diverse needs of these students, this chapter outlines strategies and adaptations to be implemented to address their specific requirements during emergency situations and everyday school activities.

Identification and Communication:

- a. Alder Grove Charter School shall maintain up-to-date records identifying students with disabilities and outlining their specific needs and accommodations in emergency situations.
- b. Communication from the Special Education department will inform parents or guardians of students with disabilities about emergency procedures and will be included in the planning process as necessary.

Emergency Evacuation Plans:

- a. Emergency evacuation plans shall be developed for students with disabilities as appropriate, taking into account their mobility, communication, sensory, and medical needs.
- b. Designated personnel shall be trained to assist students with disabilities during emergency evacuations and to use specialized equipment as required.

Accessibility and Physical Environment:

- a. The school shall conduct regular assessments to identify and address barriers to accessibility for students with disabilities, including but not limited to ramps, handrails, doorways, and restroom facilities.
- b. Evacuation routes, assembly areas, and emergency equipment shall be accessible to students with disabilities, with appropriate signage and markings.

Staff Training and Awareness:

- a. All appropriate school staff, including teachers, administrators, and support personnel, shall receive training on working with students with disabilities during emergencies.
- b. Disability awareness training shall be provided to promote understanding, empathy, and effective communication with students with disabilities.

Assistive Technology and Aids:

- a. The school shall ensure the availability and functionality of assistive technology devices and aids needed by students with disabilities during emergencies, including communication devices, mobility aids, and medical equipment.
- b. Regular maintenance and testing of assistive technology devices shall be conducted to ensure their reliability during emergency situations.

Collaboration with External Agencies:

- a. The school will collaborate with local emergency management agencies, fire departments, law enforcement, and disability advocacy organizations to enhance emergency preparedness and response efforts for students with disabilities.
- b. The school will seek additional support and resources from local agencies to aid during emergencies involving students with disabilities as needed.

Review and Evaluation:

- a. The effectiveness of adaptations and provisions for students with disabilities shall be regularly reviewed and evaluated through drills, exercises, and feedback mechanisms.
- b. Feedback from students, parents, staff, and external agencies shall be used to identify areas for improvement and to update the comprehensive school safety plan accordingly.

Conclusion: In ensuring the safety and inclusion of students with disabilities, schools play a vital role in promoting equity, dignity, and respect for all members of the school community. By implementing the adaptations outlined in this chapter and fostering a culture of preparedness and inclusivity, California schools can create environments where students with disabilities can thrive and feel secure.

Comprehensive School Safety Plan

Alder Grove Charter School
Section 5: Health Emergency
Part 1: Cardiac Emergency Response Plan

A cardiac emergency requires immediate action. Cardiac emergencies may arise as a result of a Sudden Cardiac Arrest (SCA) or a heart attack, but can have other causes. SCA occurs when the electrical impulses of the heart malfunction resulting in sudden death.

Signs of Sudden Cardiac Arrest can include one or more of the following:

- Not moving, unresponsive or unconscious, *or*
- Not breathing normally (i.e., may have irregular breathing, gasping or gurgling or may not be breathing at all), *or*
- Seizure or convulsion-like activity.

Note: Those who collapse shortly after being struck in the chest by a firm projectile/direct hit may have SCA from commotio cordis.

The Cardiac Emergency Response Plan of Alder Grove Charter School shall be as follows:

1. **Developing a Cardiac Emergency Response Team**

- (a) The Cardiac Emergency Response Team shall be comprised of those individuals who have current CPR/AED certification. It will include the county office nurse, coaches, and others within the school. It should also include an administrator and office staff who can call 9-1-1 and direct EMS to the location of the SCA.
- (b) Members of the Cardiac Emergency Response Team are identified in the “Cardiac Emergency Response Team” document, to be updated yearly and as needed to remain current. One of the members shall be designated as the Cardiac Emergency Response Team Coordinator.
- (c) All members of the Cardiac Emergency Response Team shall receive and maintain nationally recognized training, which includes a certification card with an expiration date of not more than 2 years.
- (d) As many other staff members as reasonably practicable shall receive training.

2. **Activation of Cardiac Emergency Response Team during an identified cardiac emergency**

- (a) The members of the Cardiac Emergency Response Team shall be notified immediately when a cardiac emergency is suspected.
- (b) The Protocol for responding to a cardiac emergency is described in Section 8 (below) and in the “Protocol for Posting” document.

3. **Automated external defibrillators (AEDs) – placement and maintenance**

- (a) Minimum recommended number of AEDs for Alder Grove Charter School:

- (1) *Inside school building* – The number of AEDs shall be sufficient to enable the school staff or another person to retrieve an AED and deliver it to any location within the school building, ideally within 2 minutes of being notified of a possible cardiac emergency.
- (2) *Outside the school building on school grounds / athletic fields* – The number of AEDs in the possession of an on-site athletic trainer, coach, or other qualified person, shall be sufficient to enable the delivery of an AED to any location outside of the school (on or off school grounds) including any athletic field, ideally within 2 minutes of being notified of a possible cardiac emergency.
- (3) *Back-up AEDs* – One or more AEDs shall be held in reserve for use as a replacement for any AED which may be out-of-service for maintenance or other issues. The back-up AED(s) should also be available for use by the school’s athletic teams or other groups traveling to off-site locations.
- (b) Alder Grove Charter School will regularly check and maintain each school-owned AED in accordance with the AED’s operating manual and maintain a log of the maintenance activity. The school shall designate a person who will be responsible for verifying equipment readiness and for maintaining maintenance activity.
- (c) Additional Resuscitation Equipment: A resuscitation kit shall be connected to the AED carry case. The kit shall contain latex-free gloves, razor, scissors, towel antiseptic wipes and a CPR barrier mask.
- (d) AEDs shall not be locked in an office or stored in a location that is not easily and quickly accessible at all times.
- (e) AEDs shall be readily accessible for use in responding to a cardiac emergency, during both school-day activities and after-school activities, in accordance with this Plan. Each AED shall have one set of defibrillator electrodes connected to the device and one spare set. All AEDs should have clear AED signage so as to be easily identified. Locations of the AEDs are to be listed in the “Cardiac Emergency Response Team” attachment and in the “Protocol for Posting” attachment.

4. Communication of this Plan throughout the school campus

- (a) The Cardiac Emergency Response Protocol shall be *posted* as follows:
 - (1) In each classroom, cafeteria, restroom, faculty break room and in all school offices.
 - (2) Adjacent to each AED.
 - (3) At other strategic school campus locations, including outdoor physical education and athletic areas.
 - (4) Attached to all portable AEDs.
- (b) The Cardiac Emergency Response Protocol shall be distributed to:
 - (1) All staff and administrators at the start of each school year, with updates distributed as made.
 - (2) All Health Services staff including the county office nurse.

- (3) All athletic directors, coaches, and applicable advisors at the start of each school year and as applicable at the start of the season for each activity, with updates distributed as made.
- (c) Results and recommendations from Cardiac Emergency Response Drills performed during the school year shall be communicated to all administrative personnel. See paragraph 5(b) below.
- (d) A copy of this Cardiac Emergency Response Plan shall be provided to any organization using the school. A signed acknowledgment of the receipt of this Plan and the Protocol by any outside organization using the school shall be kept in the school office. School administration and any outside organization using the school shall agree upon a modified Cardiac Emergency Response Plan. The modified Plan shall take into consideration the nature and extent of the use and shall meet the spirit and intent of this Plan which is to ensure that preparations are made to enable a quick and effective response to a cardiac emergency on school property.

5. Training in Cardiopulmonary Resuscitation (CPR) and AED Use

- (a) Staff Training:
 - (1) In addition to the school nurse, a sufficient number of staff shall be trained in cardiopulmonary resuscitation (CPR) and in the use of an AED to enable Alder Grove Charter School to carry out this Plan. Training shall be renewed at least every two years. The school shall designate the person responsible for coordinating staff training as well as the medical contact for school based AEDs, if available.
 - (2) Training shall be provided by an instructor, who may be a school staff member, currently certified by a nationally-recognized organization to conform to current American Heart Association guidelines for teaching CPR and/or Emergency Cardiac Care (ECC).
 - (3) Training may be traditional classroom, on-line or blended instruction but should include cognitive learning, hands-on practice and testing.
- (b) Cardiac Emergency Response Drills:

Cardiac Emergency Response Drills are an essential component of this Plan. Alder Grove Charter School shall perform a minimum of 2 successful Cardiac Emergency Response Drills each school year with the participation of the county office nurse, coaches, campus safety officials and other targeted responders. A successful Cardiac Emergency Response Drill is defined as full and successful completion of the Drill in 5 minutes or less. Alder Grove Charter School shall prepare and maintain a Cardiac Emergency Response Drill Report for each Drill. These reports shall be maintained for a minimum of 5 years with other safety documents. The reports shall include an evaluation of the Drill and shall include recommendations for the modification of the CERP if needed.

6. Local Emergency Medical Services (EMS) integration with the school/school district's plan

- (a) Alder Grove Charter School shall provide a copy of this Plan to local emergency response and dispatch agencies (e.g., the 9-1-1 response system), which may include local police and fire departments and local Emergency Medical Services (EMS).
- (b) The development and implementation of the Cardiac Emergency Response Plan shall be coordinated with the local EMS Agency, campus safety officials, on-site first responders, administrators, county office nurses and other members of the school and/or community medical team.
- (c) Alder Grove Charter School shall work with local emergency response agencies to 1) coordinate this Plan with the local emergency response system and 2) to inform local emergency response system of the number and location of on-site AEDs.

7. Annual review and evaluation of the Plan

Alder Grove Charter School shall conduct an annual internal review of the school's Plan. The annual review should focus on ways to improve the school's response process, to include:

- (a) *A post-event review* following an event. This includes review of existing school-based documentation for any identified cardiac emergency that occurred on the school campus or at any off-campus school-sanctioned function. The school shall designate the person who will be responsible for establishing the documentation process.

Post-event documentation and action shall include the following:

- (1) A contact list of individuals to be notified in case of a cardiac emergency.
- (2) Determine the procedures for the release of information regarding the cardiac emergency.
- (3) Date, time and location of the cardiac emergency and the steps taken to respond to the cardiac emergency.
- (4) The identification of the person(s) who responded to the emergency.
- (5) The outcome of the cardiac emergency. This shall include but not be limited to a summary of the presumed medical condition of the person who experienced the cardiac emergency to the extent that the information is publicly available. Personal identifiers should not be collected unless the information is publicly available.
- (6) An evaluation of whether the Plan was sufficient to enable an appropriate response to the specific cardiac emergency. The review shall include recommendations for improvements in the Plan and in its implementation if the Plan was not optimally suited for the specific incident. The post-event review may include discussions with medical personnel to help in the debriefing process

and to address any concerns regarding on-site medical management and coordination.

- (7) An evaluation of the debriefing process for responders and post-event support. This shall include the identification of aftercare services including aftercare services and crisis counselors.
- (b) A review of the documentation for all Cardiac Emergency Response Drills performed during the school year. Consider pre-established Drill report forms to be completed by all responders.
- (c) A determination, at least annually, as to whether or not additions, changes or modifications to the Plan are needed. Reasons for a change in the Plan may result from a change in established guidelines, an internal review following an actual cardiac emergency, or from changes in school facilities, equipment, processes, technology, administration, or personnel.

Comprehensive School Safety Plan

Alder Grove Charter School
Section 5: Health Emergency
Part 2: Opioid Overdose Response Plan

UNDERSTANDING AND RECOGNIZING OPIOID OVERDOSES

What is an Opioid Overdose? According to the CDC, an overdose is an injury to the body (poisoning) that happens when a drug is taken in excessive amounts. An overdose can be fatal or nonfatal. During an opioid overdose there are so many opioids or a combination of opioids and other drugs in the body that the victim becomes unresponsive to stimulation and/or breathing becomes suppressed and inadequate. Those experiencing an overdose become unresponsive, or unconscious, because opioids fit into specific brain receptors that are responsible for breathing. When the body does not get enough oxygen, lips and fingers turn blue. These are signs that an overdose is taking place. A lack of oxygen eventually affects other vital organs including the heart and brain, leading to unconsciousness, coma, and death. Not all overdoses are fatal. With opioid overdoses, the difference between life and death depends on breathing and oxygen.

SIGNS OF AN OPIOID OVERDOSE - WHAT TO LOOK FOR §

- Pale, blue, or cold skin
- Small, constricted pinpoint pupils
- Limp body response
- Slow, erratic, or undetectable pulse (heartbeat)
- Drowsiness or loss of consciousness
- Choking sounds or a gurgling/snoring noise
- Slow, irregular, or ceased breathing
- Nonresponsive

In order to determine if the individual is experiencing an overdose, the most important things to consider are presence of breathing and responsiveness to stimulation. There are some relatively harmless ways to stimulate a person. These strategies are: yelling their name, shaking their shoulders, and if they do not respond, rubbing closed fist knuckles up and down the front of the rib cage (called a sternal rub). If the individual responds to these stimuli, they may not be experiencing an overdose at that time. It is best to stay with the person and make sure the person wakes up. It is possible the person could later become unresponsive and would need help.

NALOXONE ADMINISTRATION PROTOCOL - RESPONDING TO A SUSPECTED OPIOID OVERDOSE

Quick Steps: If an individual does not respond to stimulation:

1. Give two (2) rescue breaths to provide oxygen
2. Call 911 to get help
3. Administer Naloxone
4. Stay until professional help arrives
5. Continue to provide rescue breathing if it has not resumed
6. If two (2) minutes have passed with little or no response, administer 2nd dose of Naloxone in opposite nostril

Perform Rescue Breathing:

For a person who is not breathing, rescue breathing is an important step in preventing an overdose death. When someone has stopped breathing and is unresponsive, rescue breathing

should be done as soon as possible as it is the quickest way to get oxygen into the body. Steps for rescue breathing are:

1. Place the person on their back and pinch their nose
2. Tilt chin up to open the airway. Check to see if there is anything in the mouth blocking the airway. If so, carefully remove it.
3. Give two (2) deep, slow breaths.
4. Blow enough air into the lungs to make the chest rise.
5. Turn your head after each breath to confirm the chest is rising and falling. If the chest does not rise with the breaths, tilt the head back more sharply.
6. Breathe again every five (5) seconds; continue until spontaneous breathing resumes.
7. Perform chest compressions along with rescue breathing if no pulse is present

Call 911 An overdose is a medical emergency.

It is important to have trained medical professionals assess the condition of the overdose victim. Even though Naloxone can reverse the overdose, there may be other health problems of which the responder may not be aware. In addition, people who survive any type of overdose are at risk of experiencing other health complications as a result of the overdose. Getting someone examined by a medical professional is an important part of reducing the harms associated with overdosing.

It is important for trained staff to remember that Naloxone only works if there are opioids involved with the overdose. It cannot reverse an overdose from benzodiazepines, meth, cocaine, or alcohol.

Administer Naloxone (Narcan)

Naloxone can work very quickly, but it can also take up to 8 minutes to have a noticeable effect. The effect of the Naloxone will last for approximately 30 to 90 minutes in the body. Because most opioids last longer than 30 to 90 minutes, the Naloxone may wear off before the effects of the opioids wear off and the person could go into an overdose again. In response to these issues, Naloxone blister packs include two doses. Naloxone administration may be repeated without harm if the person continues to be experiencing unresponsiveness and slow or shallow breathing.

Due to the complex nature of each of these medical emergencies, it is critical to call 911.

How to Administer Naloxone:

1. Open the Naloxone blister pack; do not push the plunger.
2. With the victim's head tilted slightly back, place two (2) fingers over the top of the medication with your thumb securing it from the bottom
3. Insert the atomizer fully and gently into their nostril
4. Push the plunger forward with the thumb and deliver the spray of medication
5. There is no need to plug the opposing nostril
6. If the individual is still not responding within two (2) minutes, give a second dose in the opposite nostril

Follow Up:

- If the victim is a student, contact parent/guardians per school policies
- Complete Incident Report Form, and submit to the Executive Director or designee
- Facilitate a debriefing with responding staff
- Consider a plan of care for the student's or staff member's safe return to school

Comprehensive School Safety Plan

Alder Grove Charter School
Section 6: Student Discipline
Part 1: Notifying Teachers of Dangerous Pupils

Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

At times, dangerous students may be part of the Alder Grove Charter School student body. When a student has a history of displaying dangerous behavior or is developing patterns of dangerous behavior, the staff member who becomes aware of the student shall notify the school Executive Director or designee. The administrator shall then notify all staff that may have contact with the student of the history of the student, dangers posed by the student, and discuss appropriate response strategies. If a student that has not had a history of dangerous behavior acts in a dangerous manner toward anyone in the school community, the matter shall be investigated by school staff. If the behavior is determined by school staff to need intervention by law enforcement, law enforcement shall be contacted by the school in an expeditious manner. If appropriate, an expulsion hearing may be conducted.

Comprehensive School Safety Plan

Alder Grove Charter School
Section 6: Student Discipline
Part 2: Grounds for Suspension and Expulsion

From *Alder Grove Charter School Suspension and Expulsion Policy and Procedure*

A. Grounds for Suspension and Expulsion of Students

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

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, marijuana, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property.
 - g) Stole or attempted to steal school property or private property.

- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
 - (1) Except as provided in Education Code Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess

of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

- 2) “Electronic Act” means the creation or transmission originated on or off the schoolsite, 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 pupil 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 pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (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 pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 - 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:
- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property.
 - g) Stole or attempted to steal school property or private property.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k) Knowingly received stolen school property or private property.

- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold any prescription drug, including Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) “Electronic Act” means the creation or transmission originated on or off the schoolsite, 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 pupil 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 pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

- (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 pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
 - w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.
- 4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:
 - a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

If it is determined by the Administrative Panel and/or Governance Council 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 dangerous 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 pupil shall be provided due process rights of notice and a hearing as required in this policy.

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

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

Comprehensive School Safety Plan

Alder Grove Charter School
Section 6: Student Discipline
Part 3: Suspension by Executive Director or Designee: Due Process

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 the Executive Director’s designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the 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 School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Expulsion

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

Comprehensive School Safety Plan

Alder Grove Charter School

Section 6: Student Discipline

Part 4: Authority to Expel/Due Process
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A student may be expelled either by the Charter School Governance Council following a hearing before it or by the Charter School Governance Council upon the recommendation of an Administrative Panel, to be assigned by the Governance Council as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a member of the Charter School Governance Council. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

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 pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Governance Council for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing 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 mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School 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

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the

witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the 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 him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. 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 his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting

would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

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

G. Record of Hearing

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

H. Presentation of Evidence

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

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

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

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

I. Written Notice to Expel

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

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

J. Disciplinary Records

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

K. No Right to Appeal

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

L. Expelled Pupils/Alternative Education

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

M. Rehabilitation Plans

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

N. Readmission

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

student seeks readmission.

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

1. Notification of District

The Charter School shall immediately notify the District and coordinate the procedures in this policy with the District of the discipline of any student with a disability or student that the Charter School or the District 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 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, 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 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 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 USC 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 and the Charter School agree otherwise.

5. Special Circumstances

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

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

6. Interim Alternative Educational Setting

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

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

A student who has not been identified as an individual with disabilities pursuant to 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 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 has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Comprehensive School Safety Plan

Alder Grove Charter School
Section 6: Student Discipline
Part 5: Specific Guidelines – Academic and Attendance Intervention Meeting (AAIM)

AAIM Procedure (From the Master Agreement):

- A. For students in all programs of independent study, the maximum length of time that may elapse between the time an assignment is made and the date by which the student must complete the assigned work shall be no more than 20 school days.
- B. The Principal/Director of Operations or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:
 - When any pupil fails to complete two (2) assignments during any period of twenty (20) school days
 - In the event Student’s educational progress falls below satisfactory levels as determined by the Charter School’s Academic and Attendance Intervention Meeting (AAIM) procedure, which considers ALL of the following indicators:
 - The pupil’s achievement and engagement in the independent study program, as indicated by the pupil’s performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
 - The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
 - Learning required concepts, as determined by the supervising teacher.
 - Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

Comprehensive School Safety Plan

Alder Grove Charter School
Section 6: Student Discipline
Part 6: Specific Guidelines – Classroom Expectations

Class Rules

- Students should arrive no earlier than 10 minutes before class begins and should be picked up when class is over. Students who are picked up more than 10 minutes late will not be monitored.
- Students who have breaks between classes will need to be picked up or work quietly in math lab or study hall on schoolwork they have brought.
- Students will be monitored during breaks between classes and lunch.
- Parents and other visitors (including non-enrolled students) should not be in the building until classes are over, except to volunteer or observe classes with CT permission. All visitors to campus will sign in at the front and wear an identifying badge. Visitors causing disruption to the educational environment may be asked to leave and/or have visitation privileges temporarily revoked, as needed.

Discipline Policy

Remember that attending Alder Grove’s on-campus classes is a privilege. We are working to create a safe, friendly, and educational environment for all of our students. Therefore:

- Students will treat each other and adults respectfully.
- Students will use appropriate language for a classroom environment.
- Students will not engage in rough play that may endanger other students or damage property.

CORPORAL PUNISHMENT IS NOT PERMITTED EVEN WITH PARENT PERMISSION

Comprehensive School Safety Plan

Alder Grove Charter School
Section 6: Student Discipline
Part 7: Bullying and Intimidation

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 group or group of students that may constitute as sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable pupil¹ or pupils in fear of harm to that pupil's or those pupils' person or property.
2. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable pupil to experience a substantial interference with his or her academic performance.
4. Causing a reasonable pupil to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by AGCS.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

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

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

¹ "Reasonable pupil" is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

- c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
3. An act of “Cyber sexual bullying” including, but not limited to:
 - a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of “bullying,” above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - b. “Cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
4. Notwithstanding the definitions of “bullying” and “electronic act” above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet

Procedure for Incident Reporting

1. Reporting

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

Any employee or student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Executive Director or designee.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Executive Director or designee. Oral reports shall also be considered official reports. 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 she/he is a target of such behavior should immediately contact a teacher, counselor, the Executive Director, Coordinator, a staff person or a family member so that she/he can get assistance in resolving the issue in a manner that is consistent with this Policy.

AGCS acknowledges and respects every individual’s right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the reporter confidential, as appropriate, except to

the extent necessary to carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

AGCS prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter's filing of a complaint or the reporting of instances of misconduct prohibited by this Policy. Such participation shall not in any way affect the status, grades, or work assignments of the reporter.

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 will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

2. Investigation

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of AGCS, the Executive Director or administrative designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than seven (7) school days. If the Executive Director or administrative designee determines that an investigation will take longer than seven (7) school days, he or she will inform the complainant and any other relevant parties and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Executive Director or administrative designee will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, in no case may the Executive Director or administrative designee reveal confidential information related to other students or employees, including the type and extent of discipline issued against such students or employees.

All records related to any investigation of complaints under this Policy are maintained in a secure location.

3. Consequences

Students or employees who engage in misconduct prohibited by this Policy will be subject to disciplinary action.

4. Uniform Complaint Procedures

When harassment or bullying is based upon one of the protected characteristics set forth in this Policy, a complainant may also fill out a Uniform Complaint Procedures ("UCP") complaint form at any time during the process, consistent with the procedures laid out in this Handbook.

5. Right of Appeal

Should the reporting individual find the Coordinator's resolution unsatisfactory, he/she may follow the Dispute Resolution Process found in the Parent Handbook.

Comprehensive School Safety Plan

Alder Grove Charter School
Section 7: Sexual Harassment Policy
Part 1: General Information

The Governance Council, administration, teachers, and staff at Alder Grove Charter School actively strive to eliminate acts of sexual harassment at the school. All personnel are aware of the mandates from the State of California, the California Department of Education, and the Board of Education of the charter school and support them fully. All personnel have received instruction regarding the recognition, prevention, and reporting of acts of sexual harassment. It is important that parents understand the provisions regarding sexual harassment and, in particular, student-to-student harassment. In recent years, this area of sexual harassment has been more clearly delineated in federal and state legislation as well as in the charter school's policies.

Comprehensive School Safety Plan

Alder Grove Charter School
Section 7: Sexual Harassment Policy
Part 2: Harassment – All Personnel

Prohibited Unlawful Harassment

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

Prohibited Unlawful Harassment under Title IX

Title IX (20 U.S.C. § 1681 *et. seq*; 34 C.F.R. § 106.1 *et. seq*) and California state law prohibit harassment on the basis of sex. In accordance with these existing laws, discrimination on the basis of sex in education institutions is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by AGCS.

AGCS is committed to provide a workplace and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against him/her or against another individual.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults and
 - 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 an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex
- Sexual or discriminatory displays or publications anywhere in the workplace 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 at work or the 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, and
 - Displaying signs or other materials purporting to segregate an individual by sex in an area of the workplace 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.

Comprehensive School Safety Plan

Alder Grove Charter School
Section 7: Sexual Harassment Policy
Part 3: Sexual Harassment – Students

The Governance Council prohibits unlawful sexual harassment of or by any student by anyone in or from the charter school.

Teachers shall discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of sexual harassment.

Any student who engages in the sexual harassment of anyone in or from the charter school may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in sexual harassment may be subject to disciplinary action up to and including dismissal.

The Board expects students or staff to immediately report incidents of sexual harassment to the Executive Director or designee or to another district administrator.

Any student who feels that he/she/they is being harassed should immediately contact the Executive Director or designee or another district administrator in order to obtain a copy of Uniform Complaint Procedures. Complaints of harassment can be filed in accordance with these procedures.

The charter school prohibits retaliatory behavior against any complainant or any participant in the complaint process. Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned.

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature when:

1. Submission to the conduct is explicitly or implicitly made a term or condition of an individual's employment, academic status or progress.
2. Submission to or rejection of the conduct by an individual is used as the basis for academic or employment decisions affecting the individual.
3. The conduct has the purpose or effect of having a negative impact on the individual's academic or work performance, or of creating an intimidating, hostile, or offensive educational or work environment.
4. 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 school.

Other types of conduct which are prohibited in the district and which may constitute sexual harassment include:

1. Unwelcome leering, sexual flirtations or propositions.
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions.
3. Graphic verbal comments about an individual's body, or overly personal conversation.
4. Sexual jokes, stories, drawings, pictures, or gestures.
5. Spreading sexual rumors.
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class.
7. Touching an individual's body or clothes in a sexual way.
8. Purposefully limiting a student's access to educational tools.
9. Cornering or blocking of normal movements.
10. Displaying sexually suggestive objects in the educational environment.
11. Any act of retaliation against an individual who reports a violation of the charter school's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

Enforcement

The Executive Director or designee shall take appropriate actions to reinforce the district's sexual harassment policy. These actions may include:

1. Removing vulgar or offending graffiti, or other offending depictions.
2. Providing staff inservice and student instruction or counseling.
3. Taking appropriate disciplinary action as needed.

Comprehensive School Safety Plan

Alder Grove Charter School
Section 8: School Dress and Grooming
Part 1: Proper Attire

The Governance Council believes that appropriate dress and grooming contribute to a productive learning environment. The Council expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction, nor include references to drugs, alcohol, or other indecent or illegal acts, which would interfere with the educational process.

When gangs constitute a danger to students, the Executive Director or designee may restrict student dress and grooming as necessary.

If a student is dressed inappropriately, the parent/guardian will be notified to bring appropriate clothing, or, if age appropriate, the student will be sent home to change.

Employees are expected to wear clothes that are neat, clean, and professional while on duty. Employees are expected to appear well groomed and appear within professionally accepted standards suitable for the employee's position, and must wear shoes at all times.

Comprehensive School Safety Plan

Alder Grove Charter School
Section 9: Safe Ingress and Egress
Part 1: General Information

Alder Grove Charter School takes pride in its mission to provide a safe environment for all students, parents, and school employees. Our school will take measures to ensure safe ingress and egress to and from the school for pupils, parents, and school employees. Safe ingress and egress will be maintained by periodic reviews of the procedures for ingress and egress. The school will ensure that all passageways to and from school buildings, corridors within school buildings and emergency exits remain clear of all obstruction to allow flow of pedestrian and vehicular traffic. The school will also ensure that potential obstructions and hazards are removed from such areas. To achieve this goal, the school works closely with local law enforcement agencies and the city of Eureka to ensure that the school’s immediate community is safe.

Through the joint efforts of the Governance Council, site administrators, faculty, Safety Team, Leadership Team, and parent input, the charter school works to ensure the safe arrival and departure of students, staff, and visitors. The charter school encourages input from our community and reviews this information regularly.

Any problems associated with safe ingress and egress will be addressed immediately.

Alder Grove Charter School has one entrance and one exit (with departure gates) on 7th Street and two emergency exits on 8th Street. Students enter using the main entrance in front of the school.

All adults enter from the front of the school with check in at the front office. All visitors to the school must wear a badge to identify themselves as visitors.

The main exit gate is unlocked at 8:30 am and relocked at 4:30, to correspond with school hours.

Parents/guardians should not stop in front of the entrance, nor block parking, during drop-off and pickup. Caution should be taken in the parking lot, and drivers should be aware of children crossing at all times. If parking is unavailable in lot spaces marked for the charter school, street parking is available. Drivers should not park in spaces marked for neighboring organizations.

Appendix - Emergency Contacts:

All Emergencies: 911

Eureka Police Department:

Business Line: (707) 441-4060

Non-emergency Line: (707) 441-4044

Problem Oriented Policing (707) 441-4373

Humboldt County Office of Emergency Services (natural disaster information):

(707) 268-2500 - Business Hours

(707) 445-7251 - After Hours

Humboldt Bay Fire Station 1:

(707) 441-4000

Humboldt County Mental Health:

24-hour Crisis Line

Ph: 707-445-7715

Toll-free / Crisis Line

Ph: 888-849-5728

Outpatient Services

Ph: 707-268-2900

St. Joseph's Hospital:

2700 Dolbeer St, Eureka, CA 95501

Main Number

707-845-8121

Redwood Urgent Care:

2440 23rd street Eureka, CA 95501

707-298-2011

Humboldt County Public Health

Ph: 707-445-6200

Ph: 855-707-WELL (9355) toll free

South Bay Union School District

Teri Waterhouse, Superintendent

(707) 443-4828

Humboldt County Office of Education

707-445-7000