

Antioch Charter Academy II
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**Comprehensive
School Safety Plan
2025- 2026**

Updated: January, 2026

Charter Council Approved: February, 2026

Antioch Charter Academy

California Comprehensive School Safety Plan (CSSP)

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Section 32280	Mandate Met	Comments, Suggested Details (resources, activities, etc.)
It is the intent of the Legislature that all school staff be trained on the CSSP	March 2026	

Part 1: Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with the fire department and other first responder entities in addition to the currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

- Assessment of school crime committed on school campuses and at school-related functions
- Child abuse reporting procedures
- Routine and Emergency Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Tactical response to criminal incidents
- Rules and responsibility of mental health professionals

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year.

A copy of the Comprehensive School Safety Plan is available for review at the ACA II Office.

Safety Plan Vision

Antioch Charter Academy II is dedicated to providing a safe learning environment where students of all socio-economic levels and ethnic backgrounds embrace education, exhibit compassion, and accept personal responsibility.

Antioch Charter Academy II nurtures and supports a partnership of students, teachers, families and the community; embraces individual strengths; and builds upon research informed educational best practices including Montessori, multiple intelligences, brain-compatible teaching, and multi-age groupings with small class sizes.

Antioch Charter Academy II staff works cooperatively and professionally to maximize student achievement in a happy, healthy and safe workplace conducive to learning.

Components of the Comprehensive School Safety Plan [EC 32281 (b)(1)(2)(3)]

Section 32281	Mandate Met	Comments, Suggested Details (resources, activities, etc.)
Plan is written and developed by a school site council/committee (SSC) Co-Administrator: Kevin Fuller and Elisa McCutcheon Faculty: Monica Parent of child who attends ACA II: Karen Engle Classified Employee: Sheri Thompson	Yes	Eban Kessler, an ACA II parent, is a safety manager and trainer. He reviewed the document in February, 2025.
SSC/Planning Committee consulted with Eban Kessler (safety manager) The CSSP and any updates made to the plan must be shared with the law enforcement agency, the fire department, and the other first responder entities	2/10/25	Eban Kessler, an ACA II parent, is a safety manager and trainer. He reviewed the document in February, 2025.

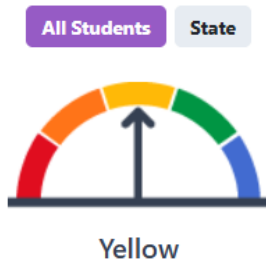
Part 2: Assessment of Current status of School Crime

Components of the Comprehensive School Safety Plan [EC 32282 (a)(1)]

An assessment of the current status of school crime at the school and at school-related functions that may be accomplished by reviewing the following types of information:

2024-25 Chronic Absenteeism:

Chronic Absenteeism



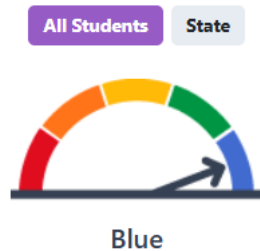
3.4% chronically absent

Increased 2.4% ⓘ

2024-25 Suspension/Expulsion data:

[LEARN MORE](#)

Suspension Rate



1% suspended at least one day

Declined 1% ⓘ

Components of the Comprehensive School Safety Plan [EC 32282 (2)]

Programs that Promote Safe & Drug Free Schools for all Students

- Positive Discipline Philosophy
- Lifelong Guidelines and Lifeskills
- Social Emotional Learning
- Bully Prevention Programs
- Digital Citizenship Internet Safety/Cyberbullying Prevention

- Enrichment Programs
- Parent Network Meetings
- Monthly Emergency Drills
- School Families for Grades TK - 8th
- Suicide prevention awareness
- Parent Education Meetings

Part 3: Child Abuse Reporting [EC 32282 (2)(A)]

The content for this policy is in our employee handbook: ROLE OF STAFF AS MANDATED CHILD ABUSE REPORTERS

All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws. School employees are required to report instances of child abuse when the employee has a “reasonable suspicion” that child abuse has occurred. Employees are required to take mandated reporter training classes (online or in person) every year and within six weeks of being hired. Reasonable suspicion arises when the facts surrounding the incident or suspicion could cause another person in the same situation to suspect child abuse.

Child Abuse and Neglect Reporting Law

Definitions: The following situations are reportable conditions: 1) Physical abuse, 2) Sexual abuse, 3) Child exploitation, child pornography and child prostitution, 4) Severe or general neglect, 5) Extreme corporal punishment resulting in injury, 6) Willful cruelty or unjustifiable punishment, 7) Abuse or neglect in out-of-home care.

Who Must Report: The following individuals are legally mandated reporters: (Refer to “Reporting Law” Section for a comprehensive listing).

- Child visitation monitors
- Health practitioners (nurses, physicians, etc.)
- Commercial or photographic print processors in specified instances
- Specified public positions (teachers, social workers, probation officers, etc.)
- Public protection positions (police, sheriff, CPS, etc.)
- Clergy members
- Fire fighters, animal control officers, humane society officers

When to Report: A telephone report must be made the same day that the reporter observes a child in his/her professional capacity or within the scope of his/her employment and has knowledge of, or has reasonable suspicion that the child has been abused. A written report, on a standard form, must be sent within 36 hours after the telephone report has been made.

To Whom Do you Report:

Currently, the contact information for Child Protective Services of Contra Costa County is (877) 881-1116.

Individual Responsibility: Any individual whose occupation is named in the reporting law must report

abuse. If the individual confers with a superior and a decision is made that the superior file the report, one report is sufficient. However if the superior disagrees, the individual with the original suspicion must report.

Anonymous Reporting: Mandated reporters are required to give their names. Non-mandated reporters may report anonymously. Child protective agencies are required to keep the mandated reporter's name confidential, unless a court orders the information disclosed. Immunity: Any legally mandated reporter has immunity when making a report. In the event of a civil suit is filed against the reporter, the state will reimburse for fees incurred in the suit up to \$50,000 (P.C. Section 11172). No individual can be dismissed, disciplined or harassed for making a report of suspected child abuse.

Liability: Legally mandated reporters can be criminally liable for failing to report suspected abuse. The penalty for this misdemeanor is up to six months in county jail, a fine of not more than \$1,000 or both. Mandated reporters can also be civilly liable for failure to report.

Notification Regarding Abuse: You are not legally required to notify the parents that you are making a report; however, it is often beneficial to let the parents know you are reporting for the benefit of a future relationship.

Online Training Course:

<http://mandatedreporterca.com/default.htm>, <https://antiochacademy-chartersafejpa.safeschools.com/login>
Certificate of completion submitted to Human Resources.

Part 4: Routine and Emergency Disaster Procedures [EC 32282 (2)(B)]

Antioch Charter Academy II has developed an Emergency Response Plan. The plan includes regular fire drills, shelter-in-place procedures, earthquake drills, gun and bomb threats, as well as regular first aid procedures.

PREPARING FOR EMERGENCIES

Antioch Charter Academy II will work diligently to make sure that students and staff are prepared for an emergency. The school has a detailed Safety Plan that provides guidance for the school staff in an emergency. ACAII conducts regular drills that meet or exceed the state mandated requirements, and accommodate persons with disabilities. Regular drills are a part of the school's activities. ACA II conducts the following types of drills:

- Fire Drill.
- Earthquake or Emergency Drill
- Duck, Cover and Hold Drill
- Shelter-In-Place
- Lock Down
- Evacuate Building

Parents are asked to make sure that their students actively participate and take these drills seriously. These drills make the public schools the safest place for students during an emergency.

Emergency Supplies The school stocks emergency supplies to sustain students and staff. These supplies include the following: water, food, first aid supplies, search and rescue supplies and sanitation items. Each classroom contains a yellow Emergency bucket which includes duct tape, food, water, emergency toilet and toilet paper, wind-up flashlight, and emergency blanket. Each classroom also has an emergency backpack with first aid supplies, student emergency contact cards, and green and red sign for signaling all safe or all clear during evacuations. These supplies are checked and restocked at least annually by school staff.

Site Safety Inspection Annually, the safety coordinator at ACA2 will complete a site safety inspection using a template such as the one provided by Charter Safe. This inspection will include safety of facilities such as emergency evacuation maps, classroom emergency supplies, fire extinguishers, and other required safety equipment in each classroom.

Parent Preparedness

Parents can be better prepared for an emergency by doing the following:

1. Familiarize yourself with this Safety Plan to learn what will happen during an emergency.
2. Make sure that your child's Emergency Card is current and correct.
3. Instruct your child to take all emergency drills seriously. Regularly review home and school emergency procedures with your child.
4. Prepare a Family Disaster Plan and review it regularly with everyone in your family.
5. Prepare a Disaster Supply Kit for your home, car(s) and work.
6. Eliminate the hazards from your home that could hurt you or your child in an emergency.
7. Contact the American Red Cross for disaster preparedness information. Visit the website www.redcross.org

8. Get Community Emergency Response Training (CERT) from your local fire department.

RESPONDING TO EMERGENCIES

In general, ACA II will respond to emergencies by moving students to the safest possible location. During fires or earthquakes, students will be moved out of the classrooms to a safe assembly area, usually the school field or play yard.

During an emergency, parents who want to pick up their children may be asked to go to a specific location that ACA II will use to release students. ***Please remember that students will only be released to a person whose name is listed on the student's Emergency Card. Parents must make sure that the Emergency Card is current and correct. Please notify your child's school any time the emergency contact information changes.***

During a threat of violence, students will be sheltered in a locked classroom away from anything that can hurt them.

During an emergency when the campus must be protected, parents will not be able to pick up their children until the school campus is declared to be safe by the Police or Sheriff's Department.

Parents need to understand that the students are being sheltered in a secure place for their safety and will be released only when it is safe to do so.

Parent Response

Parents need to be familiar with the school's emergency procedures during an emergency. Knowing where to go to pick up your child will save time and reduce anxiety. Parents should remember that schools have emergency procedures in place to protect all the students and the school will follow those procedures during an emergency.

GUIDELINES FOR PEOPLE WITH DISABILITIES IN EMERGENCIES

Evacuation of people with disabilities will be given high priority in all emergencies. In an emergency situation, it is important that staff are familiar with the needs of people with disabilities and have a plan for making sure everyone is accounted for. Whenever possible, people with disabilities will be positioned near a doorway for an easier exit.

INITIAL RESPONSE TO EMERGENCIES

When an emergency situation occurs, school personnel must quickly determine what initial response actions are required. Determining the appropriate actions to take is a three-step process: 1) identify the type of emergency; 2) identify the level of emergency; and 3) determine immediate action(s) that may be required. Each of these steps is discussed in the following sections. Procedures for specific response actions are provided in Sections 4.0 and 5.0.

1. Identify Type of Emergency

The first step in responding to an emergency is to determine the *type* of emergency that has occurred. Emergency procedures for the 13 different types of emergencies listed below are provided:

- Aircraft Crash
- Animal Disturbance
- Armed Assault on Campus
- Biological or Chemical Release
- Bomb Threat
- Disorderly Conduct
- Earthquake
- Explosion/Risk of Explosion
- Fire in Surrounding Area
- Fire on School Grounds
- Flooding
- Loss or Failure of Utilities
- Motor Vehicle Crash

2. Identify Level of Emergency

Level 1 Emergency: A *minor* emergency that is handled by school personnel without assistance from outside agencies, e.g., a temporary power outage, a minor earthquake, or a minor injury in the play yard.

Level 2 Emergency: A *moderate* emergency that requires assistance from outside agencies, such as a fire or a moderate earthquake, or a suspected act of terrorism involving the dispersion of a potentially hazardous material, e.g., “unknown white powder”.

Level 3 Emergency: A *major* emergency event that requires assistance from outside agencies such as a major earthquake, civil disturbance or a large-scale act of terrorism. For Level 3 emergencies, it is important to remember that the response time of outside agencies may be seriously delayed.

3. Determine Immediate Response Actions

Once the type and extent of an emergency have been identified, school personnel can determine if an *immediate response action* is required. The most common immediate response actions initiated during school emergencies are:

- Duck, Cover and Hold
- Shelter-In-Place
- Lock Down
- Evacuate Building
- Off-Site Evacuation
- All Clear

IMMEDIATE RESPONSE ACTIONS

1. Duck, Cover and Hold

This action is taken to protect students and staff from flying or falling debris.

Description of Action

- When an earthquake is felt, immediately move into a drop, cover, and hold mode. Do not wait for an announcement from school personnel.
 1. Drop to knees, take cover under a table or desk protecting your head with arms positioned backward towards windows and hold on to a piece of stable furniture.
 2. Remain in hold position for at least one minute after shaking stops.
 3. Evacuate students using good judgment and staff to the designated area.
 4. Leave the door open.
 5. Conduct an attendance accounting of all students, staff, and guests.
 6. Be aware of the arrival of emergency responders. See map of evacuation routes and assembly areas located in all classrooms and main office.
 7. Do NOT re-enter buildings until they are declared safe by fire or law enforcement personnel.
 8. The Co-administrator notifies staff and students of termination of emergency.
- Drills should be held at varied times during the school day practicing primary and alternate routes

2. Shelter-in-Place

This action is taken to place and/or keep students indoors in order to provide a greater level of protection from airborne contaminants in outside air. Shelter-in-Place is implemented when there is a need to isolate students and staff from the outdoor environment, and includes the shut down of classroom and/or building HVAC systems. During Shelter-in-Place, no one should be exposed to the outside air.

The difference between Shelter-in-Place and Lock Down is that the former involves shut down of the HVAC systems, and allows for the free movement of students within the building. However, classes in portables and buildings with exterior passageways will have to remain in the classroom.

Description of Action

1. Calmly announce to the students that we are responding to an unsafe situation by sheltering in place.
2. If inside, teachers will keep students in the classroom until further instructions are given.
3. If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., office, room 10 or 11, etc...). Teachers should consider the location and proximity of the identified hazard and, if necessary, proceed to an alternative indoor location.
4. Teachers are responsible to secure individual classrooms and assist in completing the procedures as needed: shut down the classroom/building(s) HVAC system; turn off local fans in the area; close and lock doors and windows; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic

wrap, if available; and turn off sources of ignition, such as pilot lights.

3. Lock Down

This action is taken when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering occupied areas. During Lock Down, students are to remain in the classrooms or designated locations at all times.

The difference between Shelter-in-Place and Lock Down is that the former involves shut down of the HVAC systems, and allows for the free movement of students within the building.

Description of Action

1. Calmly announce to the students that we are responding to an unsafe situation by locking down .
2. If inside, teachers will instruct students to lie on the floor, lock the doors, and close any shades or blinds if it appears safe to do so.
3. If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., office, multi-use room, enrichment classroom, Fairgrounds buildings).
4. Teachers and students will remain in the classroom or secured area until further instructions are given by the Co-Administrator(s) or law enforcement.
5. If the lock-down goes longer than 30 minutes, have a regular check-in to ensure the students and teachers are safe. This can be done with two-way radio or phone. The distress word will be "NORA" (Need Officer Right Away) and will be placed on the back of all two-way radios for reference.
6. No visitors, other than appropriate law enforcement or emergency personnel, have to be allowed on campus.

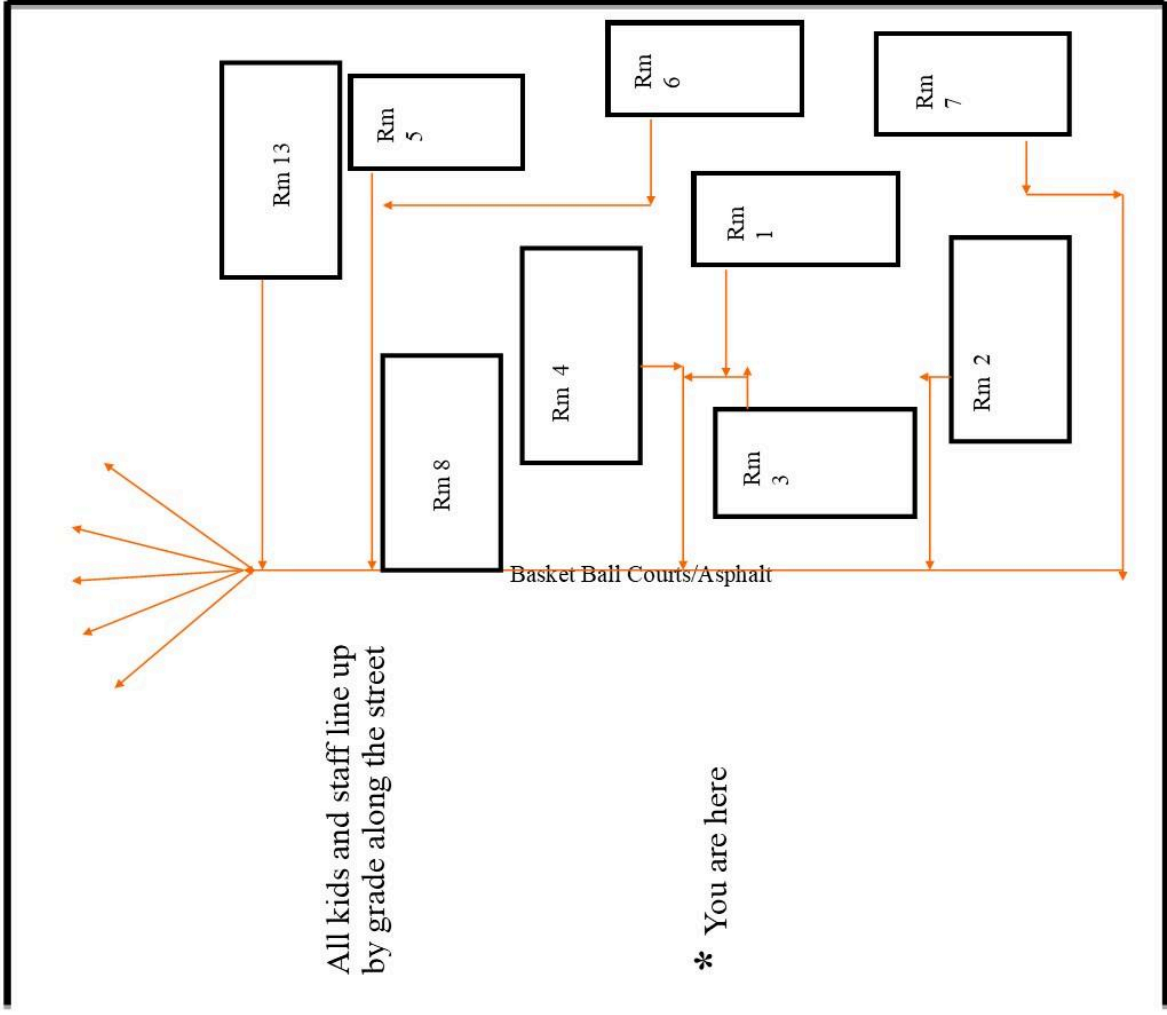
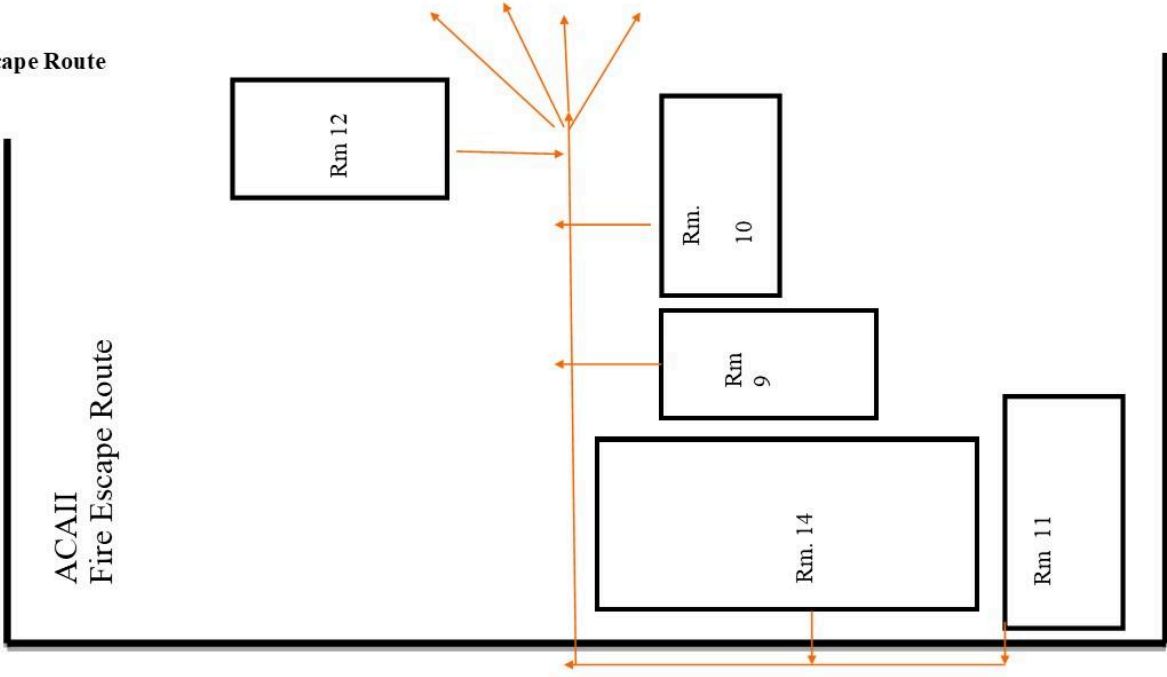
4. Evacuate Building

This action is taken after the decision is made that it is unsafe to remain in the building.

Description of Action

1. Calmly announce to the students that we are responding to an unsafe situation and evacuation of all buildings will commence.
2. The Co-Administrator(s) will initiate a fire alarm.
3. Teachers will instruct students to evacuate the building, using designated routes, and assemble in their assigned *Assembly Area*. If the primary location has smoke issues our secondary assembly location will be the livestock barn.
4. Teachers will take the emergency backpack with first aid supplies and student roster when leaving the building. Attendance will be taken once the class is assembled in a safe location.
5. Once assembled, teachers and students will stay in place until further instructions are given

Fire Escape Route
ACA II



5. Off-Site Evacuation

This action is taken after a decision is made that it is unsafe to remain on the campus, and evacuation to an off-site assembly area is required

Description of Action

1. Calmly announce to the students that we are responding to an unsafe situation and evacuation of all buildings will commence.
2. The Co-Administrator(s) will determine the safest method for evacuating the campus. This may be simply walking to the designated off-site location (Antioch High School Student Parking lot or Police Station).
3. Teachers will bring the emergency backpack containing first aid supplies and the student roster when leaving the building and take attendance once the class is assembled in a pre-designated safe location.
4. Once assembled off-site, teachers and students will stay in place until further instructions are given.
5. In the event clearance is received from appropriate agencies, the Co-Administrator(s) may authorize students and staff to return to the classrooms.

6. All Clear

This action is taken to notify teachers that normal school operations can resume.

Description of Action

1. The Co-Administrator(s) will make the following announcement. "YOUR ATTENTION PLEASE. IT IS NOW OK TO RETURN TO YOUR CLASSROOM AND RESUME NORMAL OPERATIONS. I WOULD LIKE TO THANK AND COMMEND STUDENTS AND STAFF FOR THEIR COOPERATION."
2. This action signifies the emergency is over.
3. If appropriate, teachers should immediately begin discussions and activities to address students' fears and other concerns.

EMERGENCY PROCEDURES

This section describes the specific procedures school staff will follow during the thirteen emergencies listed below:

Aircraft Crash
Animal Disturbance
Armed Assault on Campus
Biological or Chemical Release
Bomb Threat
Disorderly Conduct
Earthquake
Explosion/Risk of Explosion
Fire in Surrounding Area
Fire on School Grounds

Flooding
Loss or Failure of Utilities
Motor Vehicle Crash

It is important to note that school administrators are responsible for the health and safety of students and staff during an emergency. Although the following procedures refer to specific actions, school administrators must exercise discretion in implementing standardized procedures, and should consider modifications as necessary to assure the health and safety of all personnel during an emergency.

In the following procedures, the Co-Administrator(s) or designee will be referred to as “School Administrator”. Local District Superintendent refers to the Antioch Unified School District and/or AUSD Superintendent.

Aircraft Crash

This procedure addresses situations involving an **Aircraft Crash** on or in proximity to school property. If a crash results in a fuel or chemical spill on school property, refer to Biological or Chemical Release. If a crash results in a utility interruption, refer to Section Loss or Failure of Utilities.

Procedure

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include DUCK, COVER AND HOLD, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION as described above.
2. If the School Administrator issues the EVACUATE BUILDING action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area. Depending on the location of the incident, staff may need to direct students to an alternate assembly location, upwind from the crash.
3. In the event of an evacuation, teachers will bring their emergency backpack containing first aid supplies and the student roster. They will take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
4. The School Administrator will call “911” and will provide the exact location (e.g., building or area) and nature of emergency.
5. The School Administrator will organize fire suppression activities until the Fire Department arrives.
6. The staff will check for injuries to provide appropriate first aid.
7. The School Administrator may call the office of the Local District Superintendent. A member of this group may call the Office of Communications with information on this situation as appropriate.
8. Any affected areas will not be reopened until the City of Antioch HazMat or appropriate agency provides clearance and the School Administrator issues authorization to do so.
9. The school psychologist may convene onsite and begin the process of counseling and recovery as appropriate.
10. If it is unsafe to remain on campus, the School Administrator will initiate an OFF-SITE EVACUATION, as described above if warranted by changes in conditions.

Animal Disturbance

This procedure should be implemented when the presence of a dog, coyote, mountain lion or any other wild

animal threatens the safety of students and staff.

Procedure

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include LOCK DOWN or EVACUATE BUILDING as described above.
2. Upon discovery of an animal, staff members will attempt to isolate the animal from students, if it is safe to do so. If the animal is outside, students will be kept inside. If the animal is inside, students will remain outside in an area away from the animal. It is suggested closing doors or locking gates as means to isolate the animal.
3. Administrator will call "911", Animal Control and/or the Department of Fish and Game and provide the location of the animal and nature of emergency.
4. If a staff member or student is injured, the Co-administrators, the parent, and school insurance carrier will be notified. "911" will be called if there is a life threatening emergency.
5. The School Administrator will initiate an OFF-SITE EVACUATION, as described above, if warranted by changes in conditions at the school.

Armed Assault on Campus

An **Armed Assault on Campus** involves one or more individuals who attempt to take hostages or cause physical harm to students and staff. Such an incident may involve individuals who possess a gun, a knife or other harmful device.

Procedure

1. Upon first indication of an armed assault, personnel should immediately notify the School Administrator.
2. The School Administrator will initiate the appropriate Immediate Response Action(s), which may include SHELTER-IN-PLACE, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION as described above.
3. The School Administrator will call "911", and provide the exact location and nature of the incident. The School Administrator should designate a person to remain online with Police if safe to do so.
4. Staff should take steps to calm and control students, and if safe to do so, attempt to maintain separation between students and the perpetrator.
5. Staff should maintain order in all areas of assembly or shelter, and should await the arrival of law enforcement.
6. After the perpetrator(s) has been neutralized, the School Administrator will conduct a headcount of students and staff, and will notify law enforcement of any missing persons.
7. The staff will work with local authorities to ensure injured students and staff receive medical attention.
8. The staff will control all points of entry to the school.
9. The School Administrator will prepare a verified list of casualties, and the locations to which they were transported. The School Administrator will confer with the school psychologist to ensure the notification of parents and family members.
10. All media inquiries will be referred to the Co-Administrators.
11. The School Administrator will debrief staff and police officers.

Biological or Chemical Release

A **Biological or Chemical Release** is an incident involving the discharge of a biological or chemical substance in a solid, liquid or gaseous state. Such incidents may also include the release of radioactive materials. Common chemical threats within or adjacent to schools include the discharge of acid in a school laboratory, an overturned truck of hazardous materials in proximity of the school, or an explosion at a nearby oil refinery or other chemical plant.

The following indicators may suggest the release of a biological or chemical substance: Multiple victims suffering from watery eyes, twitching, choking or loss of coordination, or having trouble breathing. Other indicators may include the presence of distressed animals or dead birds.

This procedure deals with three possible scenarios involving the release of biochemical substances:

Scenario 1 - Substance released inside a room or a building; **Scenario 2** - Substance released outdoors and localized; and **Scenario 3** - Substance released in surrounding community. It is necessary to first determine which scenario applies and then implement the appropriate response procedures listed below.

Procedure

Scenario 1: Substance Released Inside a Room or Building

1. The School Administrator will initiate the EVACUATE BUILDING action as described above. Staff will use designated routes or other alternative safe routes to an assigned Assembly Area, located upwind of the affected room or building.
2. The School Administrator will call "911", and will provide the exact location (e.g., building, room, area) and nature of emergency.
3. The School Administrator may notify the Local District Superintendent of the situation.
4. The School Administrator will instruct the staff to isolate and restrict access to potentially contaminated areas.
5. The staff will turn off local fans in the area of the release, close the windows and doors, and shut down the building's air handling system.
6. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated "topically" by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). Staff members should assess the need for medical attention. Poison control can be reached at 1-800-222-1222, or at www.poison.org.
7. The staff will prepare a list of all people in the affected room or contaminated area, specifying those who may have had actual contact with the substance, and provide the list to the School Administrator and the emergency response personnel.
8. The School Administrator will complete the Biological and Chemical Release Response Checklist.
9. The school psychologist may convene onsite and begin the process of counseling and recovery.
10. Any affected areas will not be reopened until the City of Antioch HazMat or appropriate agency provides clearance and the School Administrator gives authorization to do so.

Scenario 2: Substance Released Outdoors and Localized

1. The School Administrator will immediately direct staff to remove students from the affected areas to

an area upwind from the release either the primary assembly or the livestock barn.. The School Administrator will, if necessary, initiate the EVACUATE BUILDING or SHELTER-IN-PLACE action as described above.

2. The staff will establish a safe perimeter around the affected area and ensure personnel do not reenter the area.
3. The School Administrator will call “911”, and will provide the exact location and nature of emergency.
4. The School Administrator may notify the Local District Superintendent of the situation.
5. The staff will turn off local fans in the area of the release, close the windows and doors and shut down the air handling systems of affected buildings.
6. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated “topically” by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). A member of the staff should assess the need for medical attention. For known substances, poison control can be reached at 1-800-222-1222, or at www.poison.org. For unknown substances, call 911 for medical attention.
7. The staff will prepare a list of all people in areas of contamination, especially those who may have had actual contact with the substance and will provide the list to the School Administrator and the emergency response personnel.
8. The school psychologist may convene onsite and begin the process of counseling and recovery.
9. Any affected areas will not be reopened until the appropriate agency provides clearance and the School Administrator gives authorization to do so.

Scenario 3: Substance Released in Surrounding Community

1. If the School Administrator or local authorities determine a potentially toxic substance has been released to the atmosphere, the School Administrator will initiate SHELTER-IN-PLACE as described above.
2. Upon receiving the SHELTER-IN-PLACE notification, the staff will turn off local fans in the area; close and lock doors and windows; shut down all buildings’ air handling systems; seal gaps under doors and windows with wet towels/jackets/fabric or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.
3. Staff and students located outdoors will be directed to proceed immediately to nearby classrooms or buildings (e.g., office, multi-use room, enrichment classrooms, makers portable). Teachers shall communicate their locations to the School Administrator, using classroom phones or other means without leaving the building.
4. The School Administrator will call “911”, and will provide the exact location and nature of emergency.
5. The School Administrator may notify the Local District Superintendent of the situation. The School Administrators will have regular check-ins during the emergency, to ensure the students and teachers safety from possible changing conditions at least every 10 to 15 minutes. This can be accomplished via two-way radio or phone.
6. The School Administrator will turn on a radio or television station to monitor information concerning the incident.
7. The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance, or staff is otherwise notified by the School Administrator.

Bomb Threat

Response to a **Bomb Threat** is initiated upon the discovery of a suspicious package on campus grounds or receipt of a threatening phone call that may present a risk of an explosion.

Procedure

Scenario 1

1. If the threat is received by telephone, the person receiving the call should attempt to keep the caller on the telephone as long as possible and alert someone else to call “911” – telling the operator, **“This is [state name] from [state school]. We are receiving a bomb threat on another line. The number of that line is [state phone number].”**
2. The person answering the threat call should ask the following questions, record the answers and then immediately notify the School Administrator:
 - When is the bomb going to explode?
 - Where is it?
 - What will cause it to explode?
 - What kind of bomb is it? What does it look like?
 - Who are you? What is your name?
 - Why are you doing this?
 - What can we do for you to avoid the bomb from exploding?
 - How can you be contacted?
3. The School Administrator will determine the appropriate Immediate Response Action(s) to announce, which may include EVACUATE BUILDING or OFF-SITE EVACUATION as described above.
4. After the call, the person receiving the call should document what the voice sounded like, exact words of caller, sex of caller, approx age of caller, speech, language and grammar of caller, manner and any background noises heard.
5. The School Administrator may notify the Local District Superintendent of the situation.
6. The school psychologist may convene onsite and begin the process of counseling and recovery.
7. Do not resume school activities until the affected buildings have been inspected by proper authorities and determined to be safe. The School Administrator will give the ALL CLEAR signal as described above when appropriate.

Scenario 2

1. When a suspicious object or bomb is found, the School Administrator shall issue the EVACUATE BUILDING action. Staff and students will evacuate the building using prescribed routes or other safe routes to the Assembly Area. Do not touch /move/disturb any unusual, suspicious or out of place packages or objects.
2. In the event of an evacuation, Teachers will bring their emergency backpack containing student roster and take attendance at the Assembly Area to account for students. Teachers will notify the School Administrator of missing students.
3. The School Administrator will notify “911”, if not previously notified, and will provide the exact location (e.g., building, room, area) of the potential bomb, if known.

4. The School Administrator may notify the Local District Superintendent of the situation.
5. The school psychologist may convene onsite and begin the process of counseling and recovery.
6. Do not resume school activities until the affected buildings have been inspected by proper authorities and determined to be safe. The School Administrator will give the ALL CLEAR signal as described above when appropriate.
7. The School Administrator will initiate an OFF-SITE EVACUATION, as described above if warranted by changes in conditions.

Disorderly Conduct

Disorderly Conduct may involve a student, staff member, or other person exhibiting threatening or irrational behavior. If the perpetrator is armed, refer to Section 5.3, Armed Assault on Campus.

Procedure

1. Upon witnessing a Disorderly Conduct, staff should take steps to calm and control the situation and attempt to isolate the perpetrator from other students and staff, if it is safe to do so. If you are threatened at work stay calm and:

If possible, use the pre-arranged "Duress Signal" to alert coworkers.

- Maintain eye contact.
- Obey the antagonist but:
- Do not attempt to interfere.
- Do not try to "rush" the situation.
- Try to keep a desk, counter or other barrier between yourself and the antagonist.
- Do not leave the location with the antagonist.
- Hand over any valuables that are demanded.
- If assaulted or about to be harmed, move quickly towards other people while screaming.
- Take defensive action only as a last resort.
- Do not risk harm to yourself or others.
- Do not try to grab a weapon.
- Mentally note the antagonist's appearance, dress, distinguishing features and actions.

When the antagonist departs:

- Note how and in which direction they departed the area
- Describe escape vehicle (if any) and license number.
- Write down the antagonist's appearance, dress, distinguishing features and actions.

2. Staff will immediately notify a School Administrator using "NORA," so they can call 911.
3. The School Administrator will initiate the appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION as described in Section 4.0.
4. The School Administrator will call Police 911, and provide the exact location and nature of the incident including description of the perpetrator, any weapons, and/or injuries.
5. If an immediate threat is not clearly evident, the School Administrator or a staff member may attempt to diffuse the situation. Approach the perpetrator in a calm, non-confrontational manner and request he or she leave the campus. Avoid any hostile situations. A teacher may track where the subject is at all times, without putting themselves in danger.
6. If the perpetrator is a student, an attempt should be made to notify the family. (Family members may

provide useful information on handling the situation.)

7. The School Administrator may notify the Local District Superintendent of the situation.

Earthquake

Earthquakes generally occur without warning and may cause minor to serious ground shaking, damage to buildings, and injuries. It is important to note that even a mild tremor can create a potentially hazardous situation and the following procedures should be implemented in response to all earthquakes regardless of magnitude.

Procedure

Note: Keep calm and remain where you are. Assess the situation, and then act. Remember, most injuries or deaths are the direct cause of falling or flying debris.

1. Upon the first indication of an earthquake, teachers should direct students to DUCK, COVER AND HOLD as described in Section 4.0.
2. Move away from windows and overhead hazards to avoid glass and falling objects.
3. When the shaking stops, the School Administrator will initiate the EVACUATE BUILDING action as described above. Staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
4. In the event of an evacuation, Teachers will bring their emergency backpack containing first aid supplies and student roster. They will take attendance at the Assembly Area to account for students. Teachers will notify the School Administrator of missing students.
5. The School Administrator will direct the staff to post guards a safe distance away from building entrances to prevent access.
6. All school personnel will be notified of fallen electrical wires and will be instructed to avoid touching the fallen wires.
7. The staff will check for injuries and provide appropriate first aid. 911 will be called if any life threatening emergencies are present.
8. The School Administrator will direct the office manager to notify the appropriate utility company of damages (e.g., gas, power, water, or sewer).
9. If the area appears safe, the staff will make an initial inspection of school buildings to identify any injured or trapped students or staff.
10. A School Administrator may contact the Local District Superintendent to determine additional actions that may be necessary. In turn, the actions may be communicated to the District's Office of Communications.
11. A School Administrator will contact the Local District Facilities Director to ensure buildings are safe for reoccupancy. When safe to do so, the staff will conduct an inspection of school buildings. The staff will maintain a log of their findings, by building, and provide a periodic report to the School Administrator.
12. Any affected areas will not be reopened until the Local District Facilities provides clearance and/or the School Administrator gives authorization to do so.
13. A School Administrator will initiate an OFF-SITE EVACUATION, as described above, if warranted by changes in conditions at the school.

In the event an earthquake occurs during non- school hours:

1. A School Administrator and the Facilities Manager will assess damages to determine any necessary corrective actions. The School Administrator may direct staff to participate in the assessment.
2. A School Administrator may choose to confer with the Local District Superintendent on identified damages to determine if the school should be closed.
3. If the school must be closed, staff will notify all parents and stakeholders.

Explosion/Risk of Explosion

Procedure

In the event of an explosion, all persons should initiate DUCK, COVER AND HOLD as described above.

1. The School Administrator will consider the possibility of another imminent explosion and take appropriate action.
2. After the explosion, the School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, EVACUATE BUILDING or OFF-SITE EVACUATION as described above. Evacuation may be warranted in some buildings and other buildings may be used as shelter.
3. In the event of an evacuation, staff and students will use prescribed routes or other safe routes and proceed to the Assembly Area.
4. In the event of an evacuation, Teachers will bring their emergency backpack containing first aid supplies and student roster. They will take attendance at the Assembly Area to account for students. Teachers will notify the Co-administrators of missing students.
5. The School Administrator will call "911" and will provide the exact location (e.g., building, room, area) and nature of emergency.
6. The staff will check for injuries and provide appropriate first aid. They will also call 911 if there are any life threatening emergencies.
7. Staff should attempt to suppress fires with extinguishers if it is safe to do so. Always maintain an emergency escape route when using a fire extinguisher and ensure that the air quality is adequate for a person to be close to the fire.

Note: Ensure the use of proper type of extinguishers, i.e. Class A, B or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment. Fire extinguishers should be operated using the P.A.S.S. technique:

- a. Pull the pin on the fire extinguisher in order to break the tamper seal.
 - b. Aim the fire extinguisher low, with the nozzle pointed at the base of the fire.
 - c. Squeeze the handle of the fire extinguisher to release the extinguishing agent.
 - d. Sweep the nozzle from side to side while pointed at the base of the fire until it is extinguished.
8. The School Administrator will notify the appropriate utility company of any damages to water lines, sewers, power lines and other utilities.
 9. The School Administrator may notify the Local District Superintendent of the situation. A member of this group will call the Office of Communications with information on the situation.
 10. The staff will post guards a safe distance away from the building entrance to prevent persons entering the school buildings.
 11. When it is determined safe to enter affected areas, the School Administrator will advise the Search and Rescue Team to initiate search and rescue activities.

12. The School Administrator will contact the Local District Facilities Director to ensure buildings are safe for reoccupancy. When safe to do so, the staff will conduct an inspection of school buildings. The staff will maintain a log of their findings, by building, and provide a periodic report to the School Administrator.
13. Any areas affected by the explosion will not be reopened until the appropriate agency provides clearance and the School Administrator gives authorization to do so.
14. The School Administrator will initiate an OFF-SITE EVACUATION, as described above, if warranted by changes in conditions.

Fire In Surrounding Area

This procedure addresses the situation where a fire is discovered in an area adjoining the school. The initiated response actions should take into consideration the location and size of the fire, its proximity to the school and the likelihood that the fire or smoke may affect the school.

Procedure

1. The School Administrator will initiate the appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION as described in Section 4.0.
2. The School Administrator will notify “911” and will provide the location and nature of emergency.
3. The School Administrator will instruct the staff to prevent students from approaching the fire and keep routes open for emergency vehicles.
4. The School Administrator will contact the local fire department and will work with the fire department to determine if school grounds are threatened by the fire, smoke, or other hazardous conditions.
5. If the School Administrator issues the EVACUATE BUILDING action, staff and students will evacuate the affected building(s) using prescribed routes or other safe routes to the Assembly Area.
6. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the School Administrator of missing students.
7. The School Administrator will keep a battery-powered radio tuned to a local radio station for emergency information.
8. As appropriate, the School Administrator will notify parents.
9. The School Administrator may notify the Local District Superintendent of the emergency situation. A member of this group may call the Office of Communications with information on this situation.
10. The School Administrator will initiate an OFF-SITE EVACUATION, as described above if warranted by changes in conditions.

Fire On School Grounds

This procedure addresses situations where a fire is discovered on school grounds. A quick response to this situation is very important to prevent injuries and further property damage.

Procedure

1. Upon discovery of a fire, Teachers or staff will direct all occupants out of the building, signal the fire alarm, and report the fire to the School Administrator.
2. The School Administrator will immediately initiate the EVACUATE BUILDING action as described above. Staff and students will evacuate buildings using the prescribed routes or other safe routes to

the Assembly Area.

3. In the event of an evacuation, Teachers will bring their emergency backpacks containing first aid supplies and student roster. They will take attendance at the Assembly Area to account for students. Teachers will notify the School Administrator of missing students.
4. The School Administrator will call "911" and will provide the exact location (e.g., building, room, area) of the fire. A staff member will be sent to the entrance gate to direct the fire department to the fire.
5. The staff will suppress fires and initiate rescue procedures until the local fire department arrives. Use a fire extinguisher only on small fires. Always maintain emergency egress (escape route) when using a fire extinguisher and ensure that the air quality is adequate for a person to be close to the fire.
6. The staff will secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles.
7. The School Administrator will direct the fire department to the fire and brief fire department officials on the situation.
8. The staff will notify the appropriate utility company of damages.
9. The School Administrator may notify the Local District Superintendent of the fire. A member of this group may call the Office of Communications with information on this situation.
10. Any affected areas will not be reopened until the Fire Department or appropriate agency provides clearance and the School Administrator issues authorization to do so.
11. For fires during non-school hours, the School Administrators, with counsel from local emergency services, will determine if school will open the following day.
12. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate "fire is out."

Flooding

This procedure applies whenever storm water or other sources of water inundate or threaten to inundate school grounds or buildings. Flooding may occur as a result of prolonged periods of rainfall, where the school would have sufficient time to prepare. Alternatively, flooding may occur without warning, as a result of damage to water distribution systems, or a failure of a nearby man-made dam.

Procedure

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION, as described above.
2. The School Administrator will notify "911" and will describe the nature and extent of the flooding.
3. The School Administrator will keep a battery-powered radio tuned to a local radio station for information.
4. If the School Administrator issues the EVACUATE BUILDING or OFF-SITE EVACUATION action, staff and students will evacuate affected buildings using prescribed routes or other safe routes to the Assembly Area. On this campus, "high ground" can be found in the main parking lot or the hill next to the stage.
5. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the School Administrator of missing students.
6. The School Administrator may notify the Local District Superintendent of the emergency situation.
7. As appropriate, the School Administrator will notify parents.
8. The School Administrator will initiate an OFF-SITE EVACUATION, as described above if warranted by changes in conditions.

Loss or Failure of Utilities

This procedure addresses situations involving a loss of water, power or other utility on school grounds. This procedure should also be used in the event of the discovery of a gas leak, an exposed electrical line, or a break in sewer lines.

Procedure

1. If water or an electrical line is broken, an effort should be made to turn off water or power to the affected area if it is safe to do so and to notify the School Administrator immediately. Always assume that all power lines are energized even if they show no signs of being active. Buildings with water have a manual turn off on the outside. Each classroom has a breaker box to shut off power to that room, but there is not one central place to turn off power. The office manager will contact the Fairgrounds to notify them of the situation.
2. Upon notice of loss of utilities, the School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, or EVACUATE BUILDING, as described above.
3. The School Administrator will notify the school facilities (Monday – Friday between the hours of 7:00 a.m. – 4:30 p.m.) or Police (at all other days/hours) and will provide the location and nature of emergency. Appropriate personnel will also be notified at the discretion of the School Administrator.
4. Local Maintenance Area personnel, working with school administration, will contact the affected utility company to determine whether their assistance is required and the potential length of time service will be interrupted.
5. The School Administrator may notify the Local District Superintendent of the loss of utility service.
6. If the loss of utilities may generate a risk of explosion, such as a gas leak, refer to Explosion/Risk of Explosion.

Motor Vehicle Crash

This procedure addresses situations involving a **Motor Vehicle Crash** on or immediately adjacent to school property. If a crash results in a fuel or chemical spill on school property, refer to Biological or Chemical Release. If a crash results in a utility interruption, refer to Loss or Failure of Utilities.

Procedure

1. A School Administrator will initiate appropriate Immediate Response Actions, which may include DUCK, COVER AND HOLD, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION as described above.
2. If the School Administrator issues the EVACUATE BUILDING action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
4. The School Administrator will call “911” and will provide the exact location (e.g., building, area) and nature of emergency.
5. The School Administrator may notify the Local District Superintendent of the situation.
6. The staff will secure the crash area to prevent unauthorized access without putting themselves in

danger and until police take over.

7. The School Administrator will direct the staff to organize fire suppression activities, if it is safe to do so, until the Fire Department arrives.
8. The staff will check for injuries to provide appropriate first aid if it is safe to do so.
9. Any affected areas will not be reopened until the agency provides clearance and the School Administrator issues authorization to do so.
10. The School Administrator will initiate an OFF-SITE EVACUATION, as described in above if warranted by changes in conditions.

Routine and Emergency Disaster Procedures [EC 32282 (2)(ii)]

Public Agency Use of School Buildings for Emergency Shelters:

The Antioch Charter Academy Charter Council Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Charter Council Board shall cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs. (Education Code 32282) (BP/AR 3516 - Emergencies and Disaster Preparedness) (EC 32280-32289 - School Safety Plans)

Part 5: Suspension / Expulsion Policies and Procedures [EC 32282 (2)(C)]

The suspension and expulsion procedures can be found in Element 10 of the Charter, which is located in the school office and www.antiochcharteracademy.org.

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at ACA. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

ACA staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Family Handbook and will clearly describe discipline expectations.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments and other means of

correction consistent with this policy.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the safety of employees, students, staff or other persons.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Policy and Administrative Procedures are available on request in the school office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability pursuant to the IDEA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The School will follow Section 504, the IDEA, and all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students. The Charter School shall notify the District of the suspension of any student identified under the IDEA (or for whom there may be a basis of knowledge of the same) or as a student with a disability under Section 504 and would grant the District approval rights prior to the expulsion of any such student as well.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to initiate the procedures specified below for suspensions longer than 10 days, before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates the procedures specified below for suspensions longer than 10 days, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

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 anytime 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, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
 - g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of 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.
 - (i) 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, which includes but is not limited to, electronic files and databases.
 - 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, which includes but is not limited to, electronic files and databases. 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, which includes but is not limited to, electronic files and databases, 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 school personnel or volunteers, and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This 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.
 - (i) "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:
 - 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.
 - Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

- Causing a reasonable student to experience substantial interference with his or her academic performance.
 - 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.
- ii) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- A message, text, sound, video, or image.
 - A post on a social network Internet Web site including, but not limited to:
 - (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.
 - 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 (A) to (D), 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.
- iii) 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, which includes but is not limited to, electronic files and databases.
 - g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of 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, which includes but is not limited to, electronic files and databases.
 - l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
 - m) 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 the prescription drug 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, which includes but is not limited to, electronic files and databases. 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, which includes but is not limited to, electronic files and databases, 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 school personnel or volunteers, and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers, and/or student(s) by creating an intimidating or hostile educational environment. This 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.
 - (i) “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:
 - 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.

- Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - Causing a reasonable student to experience substantial interference with his or her academic performance.
 - 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.
- ii) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- A message, text, sound, video, or image.
 - A post on a social network Internet Web site including, but not limited to:
 - (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.
 - 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 (A) to (D), 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.
- iii) 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 Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or 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.

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by a member(s) of the Administrative Team with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student. The conference may be omitted if a member(s) of the Administrative Team determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or 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, in accordance with Education Code Section 47605(b)(5)(J)(i).

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 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, a member(s) of the Administrative Team shall make a reasonable effort to contact the parent/guardian by telephone or in person which shall be documented. 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 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 Placement/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 a member(s) of the Administrative Team, 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 a member(s) of the Administrative Team upon either of the following determinations: 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.

D. Authority to Expel

A student may be expelled either by the Charter Council following a hearing before it or by the Charter Council upon the recommendation of an Administrative Panel to be assigned by the Charter 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 Charter Council member. The Administrative Panel may

recommend expulsion of any student found to have committed an expellable offense.

E. Expulsion Procedures

As required by Education Code section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The "neutral officer" shall be the Administrative Panel and / or the Charter Council. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

Unless postponed for good cause, the hearing shall be held within thirty (30) school days after a member(s) of the Administrative Team 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 Charter Council for a final decision whether to expel. The hearing (Administrative Panel or Charter Council) 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 (Administrative Panel or Charter Council) 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 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.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery

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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 which shall be examined

only by the Charter School or the entity conducting the hearing (the Administrative Panel or Charter Council). 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 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 entity conducting the hearing 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 entity conducting the hearing shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the entity conducting the hearing 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 the 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 entity conducting the hearing (Administrative Panel or Charter Council) 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 (Administrative Panel or Charter Council) 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 and sworn declarations may be admitted as testimony from witnesses of whom the Charter 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, provided within three (3) school days following the conclusion of the hearing, to the Charter Council who will make a final determination regarding the expulsion. The final decision by the Charter Council shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Charter 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

A member(s) of the Administrative Team, following a decision of the Charter Council to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student
2. 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 at ACA.
3. Information regarding alternative educational placement options, rehabilitation and reinstatement eligibility

A member(s) of the Administrative Team shall send a copy of the written notice of the decision to expel to the District. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student
3. Information regarding alternative educational placement options, rehabilitation and reinstatement eligibility.

Additionally, in accordance with Education Code Section 47605(d)(3), upon expulsion of any student, the Charter School shall notify the District's superintendent of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.

J. Disciplinary Records

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

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from ACA as the Charter 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 (e.g., providing parents/guardians with a list of public school options within their local school district and/or attendance boundary).

M. Rehabilitation Plans

Students who are expelled from ACA shall be given a rehabilitation plan upon expulsion as developed by the Charter 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 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 Charter Council following a meeting with a member(s) of the Administrative Team 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. A member(s) of the Administrative Team shall make a recommendation to the Charter Council following the meeting regarding his or her determination. The Charter 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 ACA'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 SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to,

the child's disability; or

b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

c. Return the child to the placement from which the child was removed, unless the parent 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.

A member(s) of the Administrative Team 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.

Part 6: Notifying Teachers of Dangerous Pupils [EC 32282 (2)(D)]

At times, dangerous students may be part of the Antioch Charter Academy student body. Dangerous students are defined per Education Codes 48900. When a student that 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 administration. Antioch Charter Academy co-administrators 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 Antioch Charter Academy 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.

Part 7: Discrimination and Harassment Policy [EC 32282 (2)(E)]

The Learner-Centered School Inc., and any charter schools operating thereunder believe all learners have the right to a safe and civil learning environment. Hereafter, The Learner-Centered School Inc., charter schools shall be referred to as “TLCS”. Discrimination, harassment, intimidation, and bullying are all disruptive behaviors which interfere with learners’ ability to learn, negatively affect learner engagement, diminish school safety, and contribute to a hostile school environment. As such, TLCS prohibits any acts of discrimination, harassment, intimidation, and bullying related to school activity or school attendance. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means, consistent with this policy.

As used in this policy, “discrimination, harassment, intimidation, and bullying” describe the intentional conduct, including verbal, physical, written communication, or cyberbullying, that is based on the actual or perceived characteristics of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics [Ref. Education Code Section 47605(d)(2)(A)-(C)]. In addition, bullying encompasses any conduct described in the definitions set forth in this policy.

To the extent possible, TLCS will make reasonable efforts to prevent learners from being discriminated against, harassed, intimidated and/or bullied, and will take action to investigate, respond, and address any reports of such behaviors in a timely manner. TLCS’ staff who witness acts of discrimination, harassment,

intimidation, and bullying will take immediate steps to intervene, so long as it is safe to do so.

Definitions

“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 learner or group of learners which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more learners that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable learner (defined as a learner, including, but is not limited to, a learner 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 learners in fear of harm to that learner’s or those learners’ person or property.
2. Causing a reasonable learner to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable learner to experience substantial interference with his or her academic performance.
4. Causing a reasonable learner to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the TLCs schools (ACA and ACA II).

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

1. A message, text, sound, 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 learner 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 learner for the purpose of bullying the learner and such that another learner would reasonably believe, or has reasonably believed, that the learner was or is the learner who was impersonated.
 - 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 learner or a profile using the likeness or attributes of an actual learner other than the learner who created the false profile.
3. 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.

Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of discrimination, intimidation, harassment, or bullying, to intervene as soon as it is safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of bullying to School Representatives and/or

Co-Administrators.

All other members of the school community, including learners, parents/guardians, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy to the School Representative or designee. While submission of a written report is not required, the reporting party is encouraged to use the report form available in the Main Office. However, oral reports shall also be considered. Assistance in completing the complaint form may be requested by anyone for whom writing accommodations are required. Reports may be made anonymously, but formal disciplinary action cannot be based solely on anonymous information.

Learners are expected to report all incidents of discrimination, intimidation, harassment, bullying, teasing, or other verbal or physical abuse. Any learner who feels she/he is a target of such behavior should immediately contact a teacher, School Representative, Co-administrator, or staff person so that she/he can get assistance in resolving the issue consistent with this policy.

TLCS acknowledges and respects every individual's rights to privacy. To that end, consistent with legal requirements, all reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible.

TLCS 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 violations of this policy. Such participation shall not in any way affect the status, grades or work assignments of the reporter.

Investigation

Upon receipt of a report of harassment, intimidation, or bullying from a learner, staff member, parent, volunteer, visitor or affiliate of TLCS, the School Representative or designee will promptly initiate an investigation. At the conclusion of the investigation, the School Representative or designee will notify the complainant of the outcome of the investigation. However, in no case may the School Representative or designee reveal confidential learner information related to other learners, including the type and extent of discipline issued against such learners.

Complaints shall be investigated and resolved within thirty (30) school days, unless circumstances reasonably require additional time. A written report of findings will be provided to the complainant in person and/or via USPS or FedEx, with signature upon delivery required. All records related to any investigation of discrimination, harassment, intimidation or bullying will remain in a secure location in the Main Office of TLCS (ACA or ACA II).

Appeal

Should the Complainant find the School Representative or designee resolution unsatisfactory, he/she may within five (5) school days of the date of resolution, file an appeal with the CoAdministrator(s), who will conduct a full investigation.

Consequences

Learners who engage in discrimination, harassment, intimidation or bullying may be subject to disciplinary action, up to and including suspension and/or expulsion, as outlined in the Charter.

Hate Crime Reporting

Crimes against persons of any kind will not be tolerated by the school and will be reported to law enforcement. In addition to and separate from any law enforcement action which may take place, school discipline may be administered. Crimes which are committed against persons of protected classes AND are committed primarily because of that person's status within a protected class are subject to criminal enhancements. This is called a 'hate crime' and is handled by law enforcement and the justice system. Criminal enhancements can substantially increase punishment for those crimes. If you believe you are a victim of crime, you are encouraged to report the crime to law enforcement. You are also encouraged to report any crimes to school administration. Law enforcement and school administration have different roles. While situations may be handled differently, they are handled in cooperation with each other, as well as prosecutors and victim services.

If any school employee is notified of the occurrence of a hate crime related to ACA campus, they shall immediately notify the co-administrator(s) and obtain medical services via 911 for the victim if appropriate.

If the victim of the hate crime is a student or minor, ACA co-administrators shall document the facts in writing to the best of their ability, including names, dates, times, and details of the event or incident reported. Actions taken by the co-administrator(s) shall be included in the report.

Discrimination and Harassment Policy [EC 32282 (2)(e)]

Bullying and cyberbullying training is available to all staff through SafeSchools:

<https://antiochacademy-chartersafejpa.safeschools.com/login>

Online bullying prevention training programs can be accessed on the CDE Bullying Publication and Resources web page at <https://www.cde.ca.gov/ls/ss/se/bullyres.asp>

Part 8: Schoolwide Dress Code (if it exists), Including Prohibition of Gang-Related Apparel [EC 32282 (2)(F)]

ACA2 Dress Code

- It is our policy that all students shall attend school dressed in a manner which is clean, and in no way hazardous to the safety or health of themselves or others.
- Students shall be permitted to attend school dressed in a manner that does not disrupt teaching and/or learning.
- Students shall wear footwear appropriate for school activities at all times. Closed toed shoes with straps are required for recess. Athletic shoes are required for PE.
- Breasts, genitals, and buttocks must be covered by opaque fabric. You should be able to draw a line from one armpit to the other and have anything below those points be covered by fabric. Clothing must have two straps.
- Students who fail to maintain these standards may be withheld from instruction and shall be required to correct the condition found to be hazardous to safety or health, or disruptive to teaching and/or learning.
- The following types of clothing are considered inappropriate for school and not considered acceptable attire for a school/work atmosphere: bare midriff apparel, tube tops, halter tops, "see-through" clothing, high heels and strapless sandals, sagging pants that impede walking, exposed undergarments between

top and bottom clothing, crocs during PE, logos, images, or text promoting violence, alcohol/drugs, hate speech, profanity, gang affiliation, or sexualization of others

- As such, Antioch Charter Academy student dress at school including clothing, jewelry, and personal items (backpacks, fanny packs, gym bags, water bottles, hats, etc.) shall be free of writing, pictures, or any other insignia which are crude, vulgar, profane, or sexually suggestive; which bear drug, alcohol, or tobacco company advertising, promotions and likenesses; or which advocate racial, ethnic, religious prejudice; or gang-related activity.
- We acknowledge that modesty is a matter of perspective, and ask that students and parents consider “appropriate attire” as workplace attire, as school is the student’s workplace.

Part 9: Procedures for Safe Ingress and Egress [EC 32282 (2)(G)]

Antioch Charter Academy II shall maintain safe and secure methods of ingress and egress for pupils, parents, and staff to and from the school property which are ADA compliant. Facilities shall be inspected regularly by school staff and any necessary modifications shall be made in a timely fashion.

TRAFFIC FLOW

Please enter the Main Fairgrounds Entrance and drive through the Drop-off / Pick-up zone to drop off or pick up students. Do not park in traffic flow areas. When walking children out to cars, use the parking lot, do not walk through the carpool area. All drivers need to be off their cell phones, have their eyes on the road and proceed through the carpool with caution.

BEFORE SCHOOL

Students may not arrive before 7:45 a.m. since there is no supervision until that time. Please carpool or arrange childcare so children will not be dropped off or arrive before 7:45 a.m. Students and/or parents are not allowed to wait in the classroom areas. We appreciate parents’ help in reinforcing these procedures. BICYCLES Parking may be available for students who ride bicycles to school. However, the school is not responsible for damaged or stolen bicycles. To prevent bicycle thefts, parents should make sure that children have and use safety locks. Please discuss safety with your child before he/she is allowed to ride to school. Bicycle riders are required to wear a helmet by state law and school policy. Your student may be asked to secure an alternate way home if they do not have and wear a helmet. Students should walk their bikes on campus. Riding bicycles, roller blades, skateboards and scooters is not allowed inside the front gate of the school.

CLOSED CAMPUS

Once on the campus, students are expected to remain until dismissal. If a student must leave campus, parents and students are required to sign out in the office when leaving, and sign in upon returning.

VISITORS

All visitors, including parents, must sign in at the school office and receive proper authorization to be in the school. Visitors may be asked by the school site staff to display their passes as requested. Student visitors must have prior authorization before entering the school site. This includes picking up students at the end of the school day. Parent volunteers should sign in the volunteer log in the office every time they volunteer.

TAKING STUDENTS OUT DURING THE SCHOOL DAY

For your child’s safety, our policy requires that you call or send a note to school in advance if your child

must leave school early. Children are not allowed to leave the classrooms early without clearance from the school office. Adults picking up children during the day must come to the office and sign the child out. Only adults that are listed on the emergency card may pick up children. Please keep these cards updated both in the office and with the teacher. No adult is to go directly to the classroom. As a school, we discourage parents from picking up their student(s) the last half hour of school. Early pickup is extremely disruptive to your student as well as his/her fellow classmates and the teacher.

Part 10: Safe and Orderly Environment for Learning [EC 32282 (2)(H)]

The mission of the Antioch Charter Academies is to facilitate academic and personal growth of TK-8th grade students of all socio-economic levels and ethnic backgrounds. ACA enables 21st century students to become literate, self-motivated, innovative, lifelong learners, and compassionate, collaborative active citizens. We nurture and support a partnership of students, teachers, families and the community; embrace individual strengths; and build upon research informed educational best practices including Montessori, multiple intelligences, brain-compatible teaching, and multi-age groupings with small class sizes.

Our vision is to provide a safe learning environment where students of all socio-economic levels and ethnic backgrounds embrace education, exhibit compassion, and accept personal responsibility. The targeted student population consists of families desiring a positive and innovative change in public education with an emphasis on individualized instruction.

In order to provide safety for all students and staff, the Charter School has adopted and implemented full health and safety procedures and risk management policies at the ACA I & II school site in consultation with its insurance carriers and risk management experts. The Co-Administrator(s) shall be responsible for ensuring that all health and safety requirements are being fully monitored and implemented.

Part 11: Rules and Procedures on School Discipline [EC 32282 (2)(I)]

ACA Respect Policy

Students and adults will show respect to each other at all times. We are striving for a community of mutual respect at the school using Positive Discipline. At each level, staff members will hold conversations throughout the school year with students to define respectful/disrespectful behaviors. Enrichment program instructors, elective instructors, and lunch supervisors will be a part of the discussions or informed of these discussions/decisions.

Reflections/Referrals will be used for any disrespectful behavior. Student reflections/referrals are given to the classroom teachers. When a student receives their first reflection/referral, teachers will conference with the student and make sure he or she understands how/why their behavior was disrespectful. The teacher(s) and student will then come up with a solution, or the student may also request peer counseling if the teacher(s) deem this as an appropriate option.

If a student receives a second reflection/referral, the referring adult* will meet with the student as soon as possible and will submit a written account of what occurred and the student's account of what occurred to the classroom teacher. Appropriate consequences/solutions will be decided upon. The referring

adult*/teacher will be present at the conference. Reflections/referrals may be sent home to be signed by parents or guardians.

If a student receives a third reflection/referral, the parent may be called/notified and the student may need to be picked up immediately. In any case, a parent conference will be set regarding the three reflection/referrals.

If conferences have been held with the parent(s) and the student, with no improvement in behavior, a suspension may result.

We hope that this policy will result in our students being happier, more respectful citizens. We all need to learn to function respectfully in the world. It is easy to become lax in enforcing these kinds of behaviors, but we think it is worth teachers', parents', and students' efforts to create the desired culture and atmosphere at the school.

*Referring Adult:

- Gr. 4-8 Elective Teachers
- Enrichment Program instructors
- Lunch Supervisors

Part 12: Tactical Response to Criminal Incidents [EC 32282 (2)(J)]

Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions.

Note: Effective January 1, 2019, AB 1747 requires the inclusion of these procedures

Active Shooter

In the event of an active shooter or gunman on or near Antioch Charter Academy premises, move to a safe room inside the building. Call 911. Lockdown and barricade inside until Police informs you it is now safe to exit this location. In general, how you respond to an active shooter will be dictated by the specific circumstances of the encounter, bearing in mind there could be more than one shooter involved in the same situation. If you are near an area where a shooting or shooter is identified, take whatever actions necessary to protect yourself. Situational Awareness is key; if the shooter is in your area, get away from it. Use any means necessary to get out or away from the incident. If you are not hearing gun fire or seeing an assailant, lockdown and shelter in place immediately.

- Lockdown/Shelter in Place – Move quickly to the identified safe room or a room that is easily lockable. Stay in that location until Police inform you that it is safe to exit your location.
- Lock all entrances to your location.
- Barricade all entrances with furniture, desks, or anything available.
- Close blinds and turn off the lights.
- Silence cell phones.
- Stay low to the ground and hide until the situation has ended.
- Work in groups and develop a plan in case the shooter is able to make it into your area.

One of the instructions you may be given in an emergency is to shelter-in-place. This means you should stay indoors until authorities tell you it is safe or you are told to evacuate.

Part 13: Roles and Responsibilities of Mental Health Professionals and School Counselors [EC 32282.1 (a)(b)]

(a) Schools are encouraged to include clear guidelines for the roles and responsibilities of the positions listed below (if used by the district):

- Mental health professionals, school counselors
- Community intervention professionals
- School resource officers, police officers on campus

(b) The guidelines are encouraged to include strategies to create and maintain positive school climate and mental health protocols for the care of students who have witnessed a violent act at any time

School Psychologist Summary :

Provides school psychological services, including testing, reporting of data, counseling, and consulting in order to assist in meeting the educational needs of pupils. Works under the general direction of the Coordinator of Special Education and Student Support Services and under the immediate direction of the Co-Administrators while performing services on the school site.

School Psychologist JOB CHARACTERISTICS:

- *Facilitate working relationships between teachers, families and other professionals in the community.*
- *Evaluate eligibility for special education services and make recommendations to the IEP team regarding eligibility and educational planning.*
- *Evaluate social emotional development and mental health status. Make referrals when appropriate.*
- *May provide counseling to address social emotional difficulties that interfere with the student's ability to learn or access curriculum effectively.*
- *Provide social skills and anger management training.*
- *Serve as a member on a crisis management team to address the mental health of students when necessary, e.g. death, illness, community or school trauma.*
- *Participate with other faculty and staff members to design and promote programs that address students who are at risk of failing at school.*
- *Participate with other faculty and staff members to design and promote programs that make schools safer and more effective learning environments.*
- *Create and evaluate the effectiveness of behavior support plans.*
- *Provide staff development and training for school staff and parents.*
- *Serve as a resource to school site administration in areas related to both special education and non special education areas such as instructional strategies, school attendance, discipline, student social emotional needs and child abuse recognition and reporting.*
- *Provide leadership to the IEP team in the determination of eligibility, understanding a broad range of disabilities, development of the IEP including appropriate educational strategies and procedural compliance and serve as needed and appropriate as the administrative designee to IEP.*

School Counselor Summary:

School counselors are leaders in safe school initiatives and actively engage themselves in fostering safety and in responding to critical response situations in schools. School counselors are a vital resource in preventing, intervening, and responding to crisis situations. Works under the immediate direction of the Co-Administrators while performing services on the school site.

School Counselor Job Characteristics:

- *provide individual and group counseling*
- *advocate for student safety by recommending school personnel put consistent procedures, communication and policies in place*
- *Provide interventions for students at risk of dropping out or harming self or others*
- *offering peer mediation training, conflict resolution programs and anti-bullying programs*
- *support student-initiated programs such as Students Against Violence Everywhere*
- *provide family, faculty and staff education programs*
- *facilitate open communication between students and caring adults*
- *Defuse critical incidents and providing related stress debriefing*
- *Participate in district and school response team planning and practices and helping ensure students and staff are able to process/understand crisis response drills*
- *promote trauma-informed practices*
- *advocate for restorative justice programs*
- *partner with community resources*

Section 32286	Mandate Met	Comments, Suggested Details (resources, activities, etc.)
(a) Each school review, update, and adopt its plan by March 1, every year	Reviewed and updated by February 28, 2026.	

Section 32288	Mandate Met	Comments, Suggested Details (resources, activities, etc.)
(a) Submit the plan to school district office or COE for approval	N/A since ACA2 is its own district	California Department of Education recommends that the plans be approved within a month of school approval or as soon as possible

(b)(1) Before adopting its CSSP, SSC/Planning Committee presented the school safety plan at a public meeting at the school site that allowed for public opinions	Draft reviewed at Charter Council Meeting on 2/12/2025	https://antiochcharteracademy.org/meeting-agendas-minutes /
(c) Each school district or COE must annually notify the CDE by October 15 of any schools that have not complied with Section 32281	Written notification to State Superintendent	

Part 14: Instructional Continuity Plan to Establish Communication with Pupils and their Families and Provide Instruction to Pupils When In-Person Instruction is Disrupted Due to an Emergency Pursuant of Section 41422 or subdivision (a) of Section 46392. [EC 32282 (3)(A)]

When instruction, services, or both (including IEPs) cannot be provided to a student, either at school or in person due to one or more emergency conditions as defined by Education Code 46392(a) and 41422(a) (Fire, flood, impassable roads, epidemic, earthquake or the imminence of a major safety hazard as determined by the local law enforcement agency, or a strike involving transportation services to pupils provided by a nonschool entity), ACA shall follow the following plan. Student instruction will be provided to the extent practicable, taking into consideration student's unique circumstances, the specific emergency circumstance(s), school policy, and Federal, State, and Local orders, but no later than 10 instructional days following the emergency.

In response to school closure due to emergency, ACA will implement the following plan:

- Follow public health guidelines
- Maintain an inclusive, caring, and supportive school culture
- Provide timely communication and transparency
- Embrace uncertainty and be flexible
- Curriculum will be delivered through video or audio instruction (distance learning). The primary mode of communication between the student and instructor will be on-line interaction, video, or instruction that relies on computer or communications technology, such as Zoom meetings, Google Classrooms, and online learning programs.
- Student / teacher check-in times or office hours will be scheduled with their teacher.
- Technology (Chromebooks), printed materials (novels, textbooks), supplies (paper, crayons, pencils), instruments, and PE equipment will be made available for student pick-up.
- All SPED students will conference via Zoom meetings to address their IEP goals. SPED students will have access to their classroom curriculum, assignments on Readworks, and Boom cards which coordinate with their IEP goals.
- All staff members will collaborate weekly to exchange effective practices, make adjustments to the offerings for students, and adjust approaches to ensure engagement with all students.
- Specialized academic instruction, speech therapy and occupational therapy will be provided weekly over Zoom and Telehealth.

- Students are offered Zoom office hours and email communications, will be available each day for questions and support. Students will be provided progress reports to confirm work that has been received and assessed.

ACA2 will take steps to provide school meals as follows:

- ACA families receive school lunches through our authorizing district AUSD. ACA staff members will follow all of the guidelines and procedures set up by AUSD.

ACA2 will provide supports for pupils' social emotional and mental health needs:

- Prioritize a focus on social-emotional learning to provide support for students as they re-enter school; identify students in need of additional support, and build a safe and inclusive classroom community.
- Offer individual counseling, group counseling, and group education support to overcome anxiety and fear, and various other stresses.
- Continue to identify students with social-emotional needs and offer counseling and therapeutic support.
- Provide routine communication (in-person or virtual) to staff members to encourage self-care and promote staff cohesion and coping skills.

Part 15 - Suicide Prevention Policy

The School recognizes that physical, behavioral, and emotional health is an integral component of a student's educational outcome. We further recognize that suicide is a leading cause of death among young people. We believe we have an ethical responsibility to take a proactive approach to prevent deaths by suicide. Lastly, we acknowledge our role in providing an environment which is sensitive to individual and societal factors that place youth at a greater risk for suicide and our role to help foster positive youth development. The School has created a Suicide Prevention Policy to guide us in our quest to protect the health and well-being of all TLCS students by having procedures in place to prevent, assess the risk of, intervene in and respond to suicide. The full policy can be found on the School website at AntiochCharterAcademy.org.

You can access the National Suicide Prevention Lifeline website at <https://988lifeline.org/>, and the Crisis Text Line website at <https://www.crisistextline.org/>. Also available is the TeenLine (text "TEEN" to 839863) since it is a service for students staffed by teens who have extensive training and supervision in this topic. You can visit the TeenLine website at <https://www.teenline.org/>.

If you are in a crisis and need help immediately, please call 988 or 800-833-2900 or text 'HOPE' to 20121 now.

Part 16: Pesticide Policy [EC 32284]

The California Healthy Schools Act (HSA) was enacted in 2000. It is a right-to-know law that provides parents and staff with information about pesticide use taking place at public schools. The law encourages the adoption of effective, lower-risk pest management practices, also known as integrated pest management (IPM). Antioch Unified School District (AUSD) does not generally apply pesticides at our sites. The District IPM does not endorse the general use of pesticides. However, AUSD does periodically apply herbicides, and these are applied on an as-needed basis. Any area that will receive herbicide treatment will be posted per DPR regulation 72 hours prior to application. Again, our use of herbicides is minimal.

Part 17: Interscholastic Athletic Programs: Emergency Plan

To provide a clear and concise emergency action plan addressing medical emergencies, including sudden cardiac arrest (SCA), concussion, and exertional heat illness (EHI), for student-athletes participating in athletic activities.

1. Emergency Medical Equipment

- Automated External Defibrillator (AED):
 - Location: Mounted in the school office.
 - Maintenance: Checked monthly by school staff and serviced annually.
- First Aid Kits:
 - Location: School office, and portable kits available at all practice and contest venues.
- Cooling Equipment for Heat Illness:
 - Location: Ice packs stored in multi-use room.
 - Accessibility: Brought to all outdoor practice and contest venues.

2. Emergency Procedures

General Steps:

- Call 911 for any life-threatening emergencies.
- Initiate Care: Follow specific protocols based on the emergency type (see below).
- Notify Parents/Guardians as soon as practical.
- File Incident Report with co-administration within 24 hours.

Sudden Cardiac Arrest (SCA):

- Recognize symptoms: collapse, unresponsiveness, abnormal breathing.
- Activate Emergency Response System (911).
- Retrieve and use AED immediately.
- Continue CPR until emergency responders arrive.

Concussion:

- Remove the athlete from play immediately if a concussion is suspected.
- Assess for symptoms: headache, confusion, dizziness, nausea, sensitivity to light/noise.
- Refer the athlete to a healthcare professional for evaluation.
- Ensure a physician's clearance before returning to play

Exertional Heat Illness (EHI):

- Recognize symptoms: fatigue, dizziness, nausea, rapid pulse, altered mental state.
- Move the athlete to a shaded or cool area.
- Initiate whole-body cooling:
 1. Immerse in an ice tub (preferred).
 2. Apply cooling towels if immersion is not possible.
- Monitor and continue cooling until emergency responders arrive.

3. Heat Illness Prevention Guidelines

- Environmental Monitoring:
 - Use a Wet Bulb Globe Temperature (WBGT) device at all outdoor practices and contests.
 - Follow guidelines to limit or prohibit activity based on WBGT readings:
 - <80°F: Normal practice/play.
 - 80-85°F: Schedule water breaks every 15 minutes; monitor athletes closely.
 - 85-88°F: Modify practice intensity and duration; consider rescheduling.
 - >88°F: Suspend all outdoor athletic activities.

- Hydration Policy:
 - Ensure athletes have access to water breaks every 20 minutes.
 - Educate athletes on recognizing signs of dehydration.
- Acclimatization Schedule:
 - Gradually increase activity intensity and duration over 7-14 days.

4. Staff Training

- Annual training for all coaches and staff on:
 - CPR and AED use.
 - Concussion recognition and management.
 - Exertional heat illness prevention, recognition, and treatment.

5. Review and Updates

- The EAP will be reviewed and updated annually by the athletic director in coordination with local health professionals and compliance with California Interscholastic Federation (CIF) guidelines.

Part 18: Protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose [EC 32282 (2)(L)]

To provide a clear, effective, and rapid response to a pupil suspected of experiencing an opioid overdose, ensuring their safety and well-being while complying with legal requirements and best practices.

Step 1: Recognize the Signs of Opioid Overdose. Be vigilant for the following symptoms, which may indicate an opioid overdose:

- Unconsciousness or inability to wake
- Slow or no breathing
- Pinpoint pupils
- Blue or grayish skin, lips, or fingernails
- Limp body or weak pulse

Step 2: Immediate Response

1. Call for Emergency Help: Dial 911 immediately and report the situation as a potential opioid overdose. Provide specific details about the location and condition of the pupil.
2. Alert School Staff: Notify the Co-administrator(s) as quickly as possible.
3. Administer Naloxone (if available and trained)
 - Retrieve the school's naloxone supply. (located in the school office)
 - Follow the administration instructions:
 - For intranasal naloxone: Spray one dose into one nostril.
 - Monitor the pupil for response (e.g., improved breathing or consciousness).
 - If there is no response within 2-3 minutes, administer a second dose, if available.
4. Provide Basic Life Support: If the pupil is not breathing and you are trained in CPR, begin rescue breathing or chest compressions as needed until emergency services arrive.

Step 3: Ensure Scene Safety and Comfort

1. Clear the Area: Remove other students from the immediate vicinity to ensure privacy and avoid panic. Assign staff to supervise and reassure other students.

2. Stay with the Pupil: Monitor their breathing and condition continuously. If breathing resumes but they remain unconscious, keep the pupil in a recovery position (on their side with their head tilted slightly back).

Step 4: Communication

1. Notify Parent/Guardian: Inform the parent/guardian of the incident promptly. Provide updates on the pupil's condition and hospital transport if applicable.
2. Communicate with Emergency Responders: Share details about the incident, any naloxone administered, and any relevant medical history if available.

Step 5: Post-Incident Procedures

1. Incident Documentation: Complete a detailed incident report, including the pupil's condition, actions taken, and outcomes.
2. Counseling and Support: Provide follow-up care and counseling for the affected pupil. Offer support services to students and staff impacted by the incident.
3. Review and Debrief: Conduct a debriefing session with the Emergency Response Team to assess the response and identify areas for improvement. Review the availability and training for naloxone administration.
4. Update School Records and Plans: Document the event in the pupil's health record. Revise emergency response protocols if necessary.
5. Education and Prevention: Provide regular educational programs for students and families about the risks of opioid use and overdose prevention.

This protocol will be reviewed annually and updated to reflect best practices and legal requirements.

Part 19: Procedure for Assessing and Responding to Dangerous, Violent, or Unlawful Activity [EC 32282 (2)(K)]

To ensure the safety of students, staff, and the community by promptly and effectively addressing reports of dangerous, violent, or unlawful activity at Antioch Charter Academy or its sponsored activities.

Step 1: Immediate Action and Notification

1. Ensure Safety: Prioritize the safety of students, staff, and bystanders. Secure the area if it is safe to do so without jeopardizing personal safety.
2. Contact Emergency Services: Dial 911 if there is an imminent threat or criminal activity. Provide specific details (location, nature of the threat, individuals involved).
3. Notify School Co-Administrator(s)

Step 2: Initial Assessment

1. Gather Information: Speak to the individual(s) reporting the activity. Collect details: what happened, where, when, who was involved, and any evidence (e.g., photos, recordings).
2. Determine the Nature of the Incident: Assess whether the activity involves: Immediate physical harm, Threats of violence, Unlawful behavior, or Disruption to school operations

Step 3: Response Plan

1. Implement Safety Measures: Evacuate or secure the area (e.g., lockdown, shelter-in-place), and communicate with staff and students using pre-approved safety protocols.
2. Coordinate with Law Enforcement: Provide full cooperation to law enforcement responding to the scene.

3. Parent/Guardian Communication: Inform parents/guardians through approved channels (e.g., phone calls, emails), and share factual information while maintaining confidentiality.

Step 4: Follow-Up Investigation

1. Document the Incident: Complete an incident report detailing the event and response actions taken, and include witness statements, photos, and other evidence.
2. Review Security Footage (if applicable):
3. Disciplinary Actions: Follow Antioch Charter Academy's code of conduct to determine disciplinary actions for individuals involved, and align actions with legal guidelines and policies.

Step 5: Post-Incident Measures

1. Counseling and Support: Provide counseling for affected students and staff, and offer resources for trauma recovery if needed.
2. Review Policies and Procedures: Conduct a debrief with the staff to assess the handling of the incident, and update school safety policies as needed.
3. Community Communication: Share updates with the school community in a transparent and timely manner, while respecting privacy and legal constraints.
4. Training and Drills: Schedule additional training for staff and students on emergency response protocols.

Roles and Responsibilities

- School Administration: Leadership during the incident and communication with law enforcement and families. Coordination of on-site actions and post-incident reviews.
- Teachers and Staff: Implementation of safety protocols and reporting incidents promptly.

Part 20: Immigration Enforcement and Student Privacy Policy

I. Purpose

The purpose of this policy is to ensure that all students have equal access to education in a safe, welcoming, and inclusive environment, regardless of actual or perceived citizenship or immigration status. This policy is adopted in alignment with California law and guidance from the California Department of Justice and affirms Antioch Charter Academies' commitment to protecting student rights, privacy, and well-being.

 January 2026 Immigration Enforcement and Student Privacy Policy.pdf