

Western Sierra Charter Schools
Comprehensive School Safety Plan
January 2025 Update



Previous Approved Version 3/12/2024

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Introduction: Western Sierra Charter Schools

Western Sierra Charter Schools is a 501(c)(3) non-profit corporation whose sole purpose is the governance of Mountain Home School, Glacier High School, and Endeavor Charter School. Mountain Home and Glacier High Schools are chartered with Yosemite Unified School District. Our TK-12 Endeavor School is chartered with Fresno Unified School District. As charter schools, sites operate independently.

Currently, the combined enrollment for both schools is less than 2,501. Per 32281 (d)(2) of the California Education Code, the enrollment level of Western Sierra Charter Schools (WSCS) would be classified as a “small school district,” which allows for a single Comprehensive School Safety Plan (CSSP) to be adopted.

In general, this CSSP applies to both the Oakhurst and Fresno locations, which includes the three schools mentioned previously: Mountain Home, Glacier High, and Endeavor Charter Schools. Any portion of the plan specific to either site will be identified as such. Generally, these differences will be noticed in emergency response procedures and responding allied agencies.

This 2025 update is based upon the previous CSSP approved in March, 2024, which was consistent with the California Educational Code and aligned with AB 1747 (Rodriguez, 2018).

Most recently, Senate Bill 323 (Portantino, 2023) provided updates and amendments, most of which pertain to the accessibility of the CSSP for all students, including any with disabilities or special needs. In addition, it allows for “...evaluation or review thereafter, (by) a school employee, a pupil’s parent, guardian, or educational rights holder, or a pupil themselves may bring concerns about an individual pupil’s ability to access disaster safety procedures described in the comprehensive school safety plan or the school safety plan to the school principal.” This language is found in numerous separate clauses of SB-323, pertaining to relevant subsections. As an established practice guiding our operations, Western Sierra Charter Schools are committed to equal access, transparency, and accountability.

This updated CSSP for WSCS has referenced the *Compliance Tool for a Comprehensive School Safety Plan (May 2024 ver.)*, which was made available through the California Department of Education Website. Additionally, a template made available by the San Diego County Office of Education was referenced. However, Western Sierra Charter Schools have a non-traditional

system with its own unique conditions and needs. As is mentioned through various State of California and other expert sources, a valid and actionable CSSP must meet the needs of the school and the community, which WSCS strives to achieve.

However, certain portions of the CSSP are tactically sensitive and not for public distribution. Those sections will be included in an attached annex, then provided to emergency responders.

NOTE: Tactical information is excluded from the public inspection document. Portions of this School Site Comprehensive School Safety Plan must be removed from this document if the Plan is shared with the public as they contain confidential information related to WSCS' tactical responses to criminal incidents and/or vulnerability to terrorist attack or other criminal acts. (Cal. Educ. Code section 32281(f)(1).)

In addition, portions of this Comprehensive School Safety Plan that have been prepared for the WSCS' Board of Director's consideration in closed session and for law enforcement must also be removed prior to public disclosure. (Cal. Govt. Code section 6254(aa).)

A "Public Inspection Log" will be used to record the name, address, phone number and method used for verifying the identity of all individuals requesting to inspect the PUBLIC COPY of this plan. The full document is not available for inspection on the internet.

Lastly, this update was delegated to the School Safety Coordinator, which was then submitted to WSCS executives and administration for their review and insight before final approval, per California Educational Code SEC. 32281 (b)(2). As such, the previous document of which this version of the CSSP was based upon, is consistent with Section 32280 of the California Educational Code.

Section 32280: Comprehensive School Safety Plan

Intent

"It is the intent of the Legislature that all California public schools, in kindergarten, and grades 1 to 12, inclusive, operated by school districts, in cooperation with local law enforcement agencies, community leaders, parents, pupils, teachers, administrators, classified employees, and other persons who may be interested in the prevention of campus crime and violence, develop a comprehensive school safety plan that addresses the safety concerns identified through a systematic planning process. It is also the intent of the Legislature that all school staff be trained on the comprehensive school safety plan. For the purposes of this section, law enforcement agencies include local police departments, county sheriffs' offices, school district police or security departments, probation departments, and district attorneys' offices. For purposes of this section, a "safety plan" means a plan to develop strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on the school campus."

Western Sierra Charter School 2025 Comprehensive School Safety Plan Goal

Western Sierra Charter School acknowledges that site safety, policies, and procedures are an ongoing process. Major goals in developing the 2024-2025 SY CSSP included a streamlined focus on safe operational practices, coordinating with appropriate emergency response entities, implementing a certain level of automaticity in high stress conditions, efficiently processing shareholder perspectives, training staff, and the ability to make modifications for necessary additions or revisions in future years.

Major accomplishments before the 2024-2025 SY CSSP revision could be classified into two categories: Proactive and Reactive. Proactively, this includes building and site features to increase security and privacy, improved practices regarding site access, and opportunities to build social emotional resiliency through community development activities. Also, this includes various requests to include both WSCS sites on Emergency Response Notification lists. Reactively, efforts include the creation of resources readily available to share with emergency responders to facilitate their operations. This includes site information and configuration, schedules, improved student accountability for student location, limited 'real-time' access to certain technology tools.

Anticipated Notification Dates:

- January 20th; Submission to Executive Director and Site Administrators
- January 21st; Notification to School Board
- March 3rd (est.); Determine time for controlled viewing regarding equal access.

List of Potentially Responding Agencies, or Entities with Interest:

Endeavor

- Fresno County Sheriff's Office
- Fresno Police Department
- Fresno Fire Department
- California Highway Patrol; Central Division and Fresno Area
- Fig Garden Security
- Fig Garden Property Owner's Association
- Fresno Pacific University, Counseling Services
- Fresno Unified School District
- Nearby Schools
 - Bullard High School
 - Bullard K-8 Talent

Oakhurst

- California Highway Patrol; Oakhurst Area
- Cal-Fire
- Madera County Office of Education
- Madera County Sheriff's Department
- Mariposa County Sheriff's Department

Dissemination of the CSSP to a partial number of the aforementioned entities would occur before October 1st, while an establishment of communication lines for use in an emergency has already occurred.

Contact information for all law enforcement agencies will be updated each year, with the open invitation to contribute or observe response drills. Fire Departments serving the different sites conduct inspections each year, and are also extended an open invitation to observe fire drills. *All contact information was verified prior to presenting this version to the Board of Directors.

Staff Training on the Comprehensive School Safety Plan

Since the previous edition, WSCS staff has participated in training related to elements of the CSSP through focused professional development seminars, emergency drills, and pertinent updates occurring on general staff training days.

Frequency of training is in accordance with Ca Ed. Code 32001. Scheduling for these fire drill and emergency response trainings is determined prior to the beginning of the school year, and focuses on ensuring a variety of conditions, times, and classes. These exercises strive to emulate reality, however accommodations are made to prepare students who have a tendency or probability of responding poorly to alarms and a change of habits or patterns.

The recognition of challenges to at-risk populations and establishing means to create as calm of an atmosphere as possible, is not only reducing adverse effects, but encourages a more efficient response in an actual emergency.

Our focus, while partially on teaching students, is primarily focused on increasing teacher capacity, familiarity, and comfort as leaders in adverse conditions.

Key trainings have included:

- First Aid equipment familiarization and CPR Certification
- Fire Drills/Duck and Cover Drills
- Staff Reporting Forms Access
- ASIST (LivingWorks)
- SB 390 Training (School Safety and Security Professionals)
- Naloxone Readiness
- Behavioral and Site Threat Assessment
- Presenting on Social Emotional Learning venture at APlus

Further Development

The environment and culture of Western Sierra Charter Schools, along with our community of families and professionals are our most important resources. As educational, social, and local situations change, we will continue to reference experts in our community to provide the most relevant protective measures. Ideally, this includes building relationships with the numerous agencies listed previously and, in the Annex, to maintain an ongoing sense of community.

Pending actions include but are not limited to: Further site improvements, Integration with our IIPP and WVPP, developing an athletic program, improving training and establishing a training cycle, streamlining and developing procedures and documentation practices, developing policies and practices for an increased number of off-site activities, and inclusion in professional organizations.

The Mental Health Committee has been maintained, continuing the three-tiered goal to address the following: 1) Creating a healthy environment guided towards building coping techniques, which prevent mental health emergencies, 2) assisting community members who are displaying indicators of mental health stresses beyond their coping abilities, and 3) identifying and building relationships with mental health care providers who would be available for members of our community.

Deployment of the CSSP revision to staff will occur in June, while staff training will begin in August of 2025. The training process will be compartmentalized and ongoing throughout the year to maintain relevancy.

Section 32281

Plan Consistency and Implementation across the Western Sierra Charter School System

"Each school district and county office of education is responsible for the overall development of all comprehensive school safety plans for its schools operating kindergarten or any of grades 1 to 12, inclusive.

(b) (1) Except as provided in subdivision (d) with regard to a small school district, the schoolsite council established pursuant to former Section 52012, as it existed before July 1, 2005, or Section 52852 shall write and develop a comprehensive school safety plan relevant to the needs and resources of that particular school."

2024-2025 Action

This revision of the WSCS CSSP, although created by a delegate, will be provided for review to the Executive Director for presentation to the WSCS Board of Directors. Upon final approval, the School Safety Coordinator will contact the appropriate agencies and notify them of this revision, including site personnel capable of providing access to pertinent emergency response information. A version will be sent through appropriate channels for review before March 1st, 2025. Appropriate changes will be completed before distribution to the required agencies prior to October 1st, 2025, per California Ed Code Sec. 322881(a)(1).

This CSSP will be divided into three components. The (1) general public document meeting the requirements of AB 7147 and SB 322, (2) an annex of supporting documentation, as well as (3) an annex of sensitive information. The sensitive information annex will be released only to interested parties having a 'need to know' regarding operational practices, in accordance with the appropriate California Government Code Sections.

As is prudent with the operations of any school program, plans and operations will be re-evaluated on a continual basis, with implementation in as an efficient way as possible. Because of Western Sierra Charter School's two sites, there is a concerted effort to maintain consistency in procedures and policies, and variations will only occur when there are practical reasons for doing so, such as differences in building design and available resources. All information provided should be considered as relevant to all schools, unless specifically mentioned otherwise.

Further Development

Per SB-323, the plan, with exception to information regarding tactical response or sensitive information (including any personal information) will be made available for review regarding equal access to the emergency response protocols. This

availability will be made with the proper controls and safety measures per Cal. Gov't Codes Section 6254 (aa).

Those concerns and suggestions of law enforcement, emergency responders, and advocates of specific populations will be considered and implemented if possible and prudent.

Compliance Tool Additions

There have been changes to the compliance tool (May 2024 ver.) which will be reflected in this document.

Those include:

- Multi-Disciplinary Threat Assessment Teams
- Standardized Emergency Management System
- Updated File of Non-Sensitive Safety Related Materials
- Policies and Procedures to Prevent Bullying
- Notifications to Families

Section 32282

(a) The Comprehensive School Safety Plan includes, but is not limited to the following:

(1) Assessment of the current status of school crime at the school and at school-related functions that may be accomplished by reviewing one or more of the following types of information:

- Office Referrals
- Attendance rates/School Attendance Review Board
- Suspension/Expulsion Data
- California Healthy Kids Survey
- School Improvement Plan
- Local Law Enforcement Juvenile Crime Data
- Property Damage Data

Current Status of School Violence; Crime Assessment

Western Sierra Charter Schools has referenced available data to assess crimes committed on (1) school campuses and (2) at school related events. All data available indicates minimal and low-level activities consistent with age-appropriate behavior, but nothing rising to criminal behavior. All behavioral and incidents of concern, often not elevating to a level requiring punitive action, are recorded through internal systems. This information is evaluated by the Site Safety Coordinator and Administration on an ongoing basis to identify trends, which could benefit from organizational intervention. From year to year, reported concerns have decreased, even though available tools to monitor behavior and threat concerns have increased.

(2) Appropriate strategies and programs that provide and maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety are identified. These include, but are not limited to the following:

Identify Programs and Strategies to Create a Safe Environment

Additions to Staffing

Western Sierra Charter Schools has developed the Site Safety Coordinator position. This position, working closely with both the Oakhurst and Fresno site administrators, provides assistance and expertise regarding school safety. This position has developed from an original concept of an individual providing a 'visible presence' to students, families, and visitors, to include a measure of responsibility involving building operations, planning, and oversight. These tasks are not directed solely towards the prevention of violence, but also with the mind

of preventing statistically more-likely accidents and injuries from environmental causes. This position is housed primarily at the Endeavor campus. Occasional visits and assistance are provided to the Oakhurst campus, with a bulk of advisement through remote operations.

A critical function, specifically related to the CSSP, is the requirement of the Site Safety Coordinator to be a liaison with emergency response entities. The ultimate goal is to facilitate a relationship with the school and these different agencies not just regarding adverse incidents, but to create a sense of partnership and community.

Most recently, the Oakhurst campus created a 'Campus Supervision' position. This position monitors behavior and activities on campus, intercedes as necessary or constructive, and provides insight towards the development of a safer learning experience.

Data Monitoring Systems

In prior years, incidents were tracked using a spreadsheet. These incidents (primarily in Fresno) regarded interactions with attempts to enter the campus by those not associated with the school community, especially those who appear to be unhoused.

As a development of not only that tracking form, but the vision to expand services and responsiveness, WSCS Administration created Staff Reporting Forms; one copy collecting responses from the Fresno site, and one copy collecting responses from the Oakhurst site. These forms collect information from staff regarding four concerns: Students, Other Personnel Interactions, Building Safety Requests, and Other. Entries provided are monitored by the Site Safety Coordinator, and each of the respective administrators. This information is considered private, therefore review access is limited.

Data collected from this source allows WSCS to address dangers recognized by staff members in a timely fashion, therefore reducing the likelihood of further damage to the grounds or injuries to school community members. Likewise, it provides a tool to recognize and analyze trends to adapt to the naturally occurring needs of our schools and students. This integrates efficiently with the IIPP and WVPP.

Technology Services

In recent years, additional Information Technology experts have been added to WSCS staff to meet the growing needs of not just an increased enrollment, but the prevalence of technology integration within school environments. The

additions of the IT staff go beyond the facilitation of devices for student and staff use, but the implementation of technology to provide a robust system of digital accountability and physical site safety.

Recently, WSCS completed implementation of the Raptor program, which requires use by staff, students, parents, and contractors. In addition to monitoring access, the system identifies potential threats through searches of public databases and notifies staff to prevent further ingress to the facility. The program also provides identification cards and badges to all of those on campus, which are to be worn in a readily visible position. These cards identify the different categories of individuals accessing the campus, matched by a photograph on file, and that they have been both cleared, as well as having appropriate business on the site. The Raptor Program is operational and both sites have successfully migrated through the conditioning phase.

To complement the Raptor program, WSCS's Verkada system allows real-time monitoring of critical locations on the campus. This system is available to staff to multiply their supervisory capabilities, create additional reaction time to perceived threats, create digital records to investigate incidents, and provide real-time information to emergency responders via remote mobile device capable access. Not only have outdated components been replaced, but temporary and 'need-specific' procedures have been created to provide access to Emergency Responders.

WSCS also uses the Securly program to monitor keyword content searches and flagged websites. This is not used strictly as a means to identify inappropriate behavior, but alarming behavior regarding individual mental health, and indicators of violence, consistent with Behavioral Threat Assessment Management (BTAM) best practices. Often, individuals reach out in subtle ways to ask for help before a tragedy occurs. Securly is one of the tools to identify those pleas when an often-hectic schedule causes our society to look past them.

The system is generally automated, with alerts processed by selected individuals within WSCS. As a collective team, alerts are assessed for validity, directed towards the most capable staff member to address the issue, whether with the student directly, the family, or by other means as necessary. While the IT Department continues to manage the technical side, operational monitoring has been allocated to Site Safety and Supervision, including mechanisms to continue service over extended breaks in instruction (excluding the summer hiatus).

Although the ParentSquare program is looked as a simple communication tool for parents regarding classwork, meetings, and events, it has a secondary purpose as

our emergency notification system. A series of pre-filled messages, dependent on the topic, are immediately available to a controlled group of staff for dissemination. These alerts notify parents and families of the general subject matter, directions regarding their response (when, where, and route), and who they should contact for further information. We also have policies and procedures in place to activate the system, with one school site supporting the other in case of critical emergencies.

Mental Health

Mental health has been an increasingly important consideration in society, especially within schools. WSCS has developed a mental health program that complements our Independent Studies program and also continues to improve its capacity and support scalability. Part of that effort included a pilot-program at Endeavor Charter School in 2023-2024, with the potential for expansion in future years. Regarding this program, a Mental Health Advisory Committee meets to discuss actionable strategies to provide the resources necessary to support a strong student population. This includes a three-tiered approach; (1) develop opportunities to create an environment that supports healthy coping mechanisms to varying stressors, (2) an identification system for those exhibiting indicators of duress, and (3) resources that match the need and character of individuals within our school community.

Currently, the Endeavor team is maintaining a partnership with a local Senior Living Community to provide therapies for the elderly. The investigation and testimonials regarding multi-generational and musical fellowship indicate that the student populations who are supporting the elderly community unlocks a greater sense of empathy and positive, constructive attitude towards challenges. After the first-year, the Senior Care Facility asked Endeavor to expand the program to their nine other locations; this was determined to be beyond our capacity. Recently, members of the team presented the program at a conference to share the process for implementation, challenges, and results.

Our part-time School Psychologist has recently become full-time with WSCS, although splitting their time between the Endeavor campus (60%) and Oakhurst (40%). Their allocation of time is also segregated between SPED, and emotional support requests.

Regarding monitoring for indicators of mental duress, Securly has been mentioned, but nothing is more effective than the development of appropriate relationships and providing availability to others in need. While making the claim is simple, WSCS staff excel at demonstrating (in authenticity) their commitment and concern for our community on a daily basis. With this knowledge of students

at an individual level, their families, and recognizing 'normal' behavior for the individual, staff can share concerns with those who might be in the best position to intercede. This may also include knowledge of stressors that are present but have not manifested. The team looks for different ways to reduce those stressors, often (and intentionally) anonymously.

Lastly, the team is maintaining and constantly vetting a list of resources for professional assistance.

Staff-Oriented First Aid Training

Staff has participated in basic first-aid training, with the goal of improving familiarization of the medical equipment on-hand and techniques to use that available equipment. A CPR Refresher Course was conducted in August of 2024, which included Red Cross Certification.

While the probability of need would be considered low, WSCS has obtained a supply of Naloxone. The Site Safety Coordinator has been designated as the representative for the program, which required a training class. As a condition of reception of the dosages and participation in the program, the Site Safety Coordinator has the responsibility of reporting usage. Additionally, sharing the program with staff, locations of the doses, and providing familiarization of the program to administration and greater WSCS staff has been identified as a meaningful way to increase the readiness for deployment.

Exceptional Programs

WSCS currently offers academic programs encouraging students to explore the Arts, Remote Operated Vehicles, Hour of Code, Math Counts, Poetry and Prose, and multiple Theater Arts productions throughout the year. All of these programs celebrate student achievement not just through individual accomplishments, but as collective members of the school community.

Both sites also provide social and service opportunities in their respective communities, such as; Music and Memory at The Grove, The Food Bank, outdoor hikes, and coordinated trips to museums.

While Glacier High School has an established partnership with Yosemite High School for athletics, Endeavor has entered in with the 'Specialty Schools League' for Volleyball, Soccer, Basketball, and Flag Football. Also, Endeavor has established involvement in Rock Climbing competitions and Cross-Country.

Combined, WSCS proactively strives to create a healthy, safe, and productive environment that is not only inviting, but meets the numerous needs of our


families. We monitor for irregularities and indicators of distress, so we can react accordingly in a prepared and thoughtful way.

The creation of a healthy and productive environment is the first act in preventing school place violence, which is exponentially more effective than any tactical response to a tragedy.

(A) Child Abuse Reporting Procedures

Child Abuse Identification & Reporting Guidelines

In accordance with state law, all teachers and staff are mandated to report any suspected child abuse. The procedure for the mandated individual is to immediately make a call to the Department of Children and Family Services. The mandated reporter will then file a written report within 36 hours of first becoming aware of a suspected case of child abuse. The report will be filed with either the Police Department Child Abuse Unit or the Department of Children and Family services. The mandated individual will meet with the appropriate authorities accordingly and inform the administrator that a report has been made. Staff members will receive in-service training and sign a document verifying notification and understanding regarding this responsibility.

WSCS follows the guidelines issued by the California Department of Education (CDE), in conjunction with the California Department of Social Services, to help all persons who work at WSCS, be able to identify signs of suspected cases of child abuse and/or child neglect and to have the tools to know how to make a report to the proper authorities. These guidelines are issued in conjunction with an extensive training module, specifically aimed at training school employees and educators on their obligations as mandated reporters of child abuse, which can be located online at [California Child Abuse Mandated Reporter Training](#) .

Identification of Child Abuse and Neglect

Child abuse is more than bruises or broken bones. While physical abuse often leaves visible scars, not all child abuse is as obvious, but can do just as much harm. It is important that individuals working with and around children be able to know what constitutes child abuse or child neglect and know how to identify potential signs.

Child Abuse and/or Child Neglect Can Be Any of the Following:

- A physical injury inflicted on a child by another person other than by accidental means.
- The sexual abuse, assault, or exploitation of a child.

- The negligent treatment or maltreatment of a child by a person responsible for the child's welfare under circumstances indicating harm or threatened harm to the child's health or welfare. This is whether the harm or threatened harm is from acts or omissions on the part of the responsible person.
- The willful harming or endangerment of the person or health of a child, any cruel or inhumane corporal punishment or any injury resulting in a traumatic condition.
- One does not have to be physically present or witness the abuse to identify suspected cases of abuse, or even have definite proof that a child may be subject to child abuse or neglect. Rather, the law requires that a person have a "reasonable suspicion" that a child has been the subject of child abuse or neglect. Under the law, this means that it is reasonable for a person to entertain a suspicion of child abuse or neglect, based upon facts that could cause a reasonable person, in a like position, drawing, when appropriate, on his or her training and experience, to suspect child abuse or neglect.
- Red flags for abuse and neglect are often identified by observing a child's behavior at school, recognizing physical signs, and observations of dynamics during routine interactions with certain adults. While the following signs are not proof that a child is the subject of abuse or neglect, they should prompt one to look further.

Warning Signs of Emotional Abuse in Children

- Excessively withdrawn, fearful, or anxious about doing something wrong.
- Shows extremes in behavior (extremely compliant or extremely demanding; extremely passive or extremely aggressive).
- Doesn't seem to be attached to the parent or caregiver.
- Acts either inappropriately adult-like (taking care of other children) or inappropriately infantile (rocking, thumb-sucking, throwing tantrums).

Warning Signs of Physical Abuse in Children

- Frequent injuries or unexplained bruises, welts, or cuts.
- Is always watchful and "on alert" as if waiting for something bad to happen.
- Injuries appear to have a pattern such as marks from a hand or belt.
- Shies away from touch, flinches at sudden movements, or seems afraid to go home.
- Wears inappropriate clothing to cover up injuries, such as long-sleeved shirts on hot days.

Warning Signs of Neglect in Children


- Clothes are ill-fitting, filthy, or inappropriate for the weather.
- Hygiene is consistently bad (unbathed, matted and unwashed hair, noticeable body odor).
- Untreated illnesses and physical injuries.
- Is frequently unsupervised or left alone or allowed to play in unsafe situations and environments.
- Is frequently late or missing from school.

Warning Signs of Sexual Abuse in Children

- Trouble walking or sitting.
- Displays knowledge or interest in sexual acts inappropriate to his or her age, or even seductive behavior.
- Makes strong efforts to avoid a specific person, without an obvious reason.
- Doesn't want to change clothes in front of others or participate in physical activities.
- A sexually transmitted disease (STD) or pregnancy, especially under the age of fourteen.
- Runs away from home.

Reporting Child Abuse or Neglect

Community members have an important role in protecting children from abuse and neglect. While not mandated by law to do so, if child abuse or neglect is suspected, a report should be filed with qualified and experienced agencies that will investigate the situation. Examples of these agencies are listed on the following page.

Parents and guardians of pupils have the right to file a complaint against anyone they suspect has engaged in abuse or neglect of a child. **Community members do not need to provide their name when making a report of child abuse or neglect.** Telephone numbers for each county's emergency response for child abuse reporting are located at [California Emergency Response Child Abuse Reporting Telephone Numbers](#)  (PDF).

School volunteers, while not mandated reporters, should also be encouraged to report any suspected cases of abuse and neglect. Additionally, school volunteers are highly encouraged by the law to have training in the identification and reporting of child abuse and neglect. The training offered online to mandated reporters, is equally available to school volunteers.

Obligations of Mandated Reporters

A list of persons whose profession qualifies them as 'mandated reporters' of child abuse or neglect is found in California Penal Code Section 11165.7. The list is extensive and continues to grow. **It includes all WSCS school/district employees, administrators, and athletic coaches.** All persons hired into positions included on the list of mandated reporters are required, upon employment, to be provided with a statement, informing them that they are a mandated reporter and their obligations to report suspected cases of abuse and neglect pursuant to California Penal Code Section 11166.5.

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

To make a report, an employee must contact an appropriate local law enforcement or county child welfare agency, listed below. This legal obligation is not satisfied by making a report of the incident to a supervisor or to the school. An appropriate law enforcement agency may be one of the following:


- A Police or Sheriff's Department (not including a school district police department or school security department).
- A County Probation Department, if designated by the county to receive child abuse reports.
- A County Welfare Department/County Child Protective Services.

The report should be made immediately over the telephone and should be followed up in writing. The law enforcement agency has special forms for this purpose that they will ask you to complete. If a report cannot be made immediately over the telephone, then an initial report may be made via e-mail or fax. A report may also be filed at the same time with your school district or county office of education (COE). School districts and COEs, however, do not investigate child abuse allegations, nor do they attempt to contact the person suspected of child abuse or neglect.

School districts and COEs may have additional policies adopted at the local level relating to the duties of mandated reporters. School staff should consult with their district to determine if there are additional steps that must be taken.

These policies do not take the place of reporting to an appropriate local law enforcement or county child welfare agency.

New Required Training for School Employees

Effective January 1, 2015, Assembly Bill 1432 (D-Gatto) requires all local educational agencies (LEAs) to train all employees each year on what they need to know in order to identify and report suspected cases of child abuse and neglect. "All employees" includes anybody working on the LEA's behalf, such as teachers, teacher's aides, classified employees, and any other employees whose duties bring them into direct contact and supervision of students. LEAs must also develop a process to provide proof that employees received training. An online training module has been developed specially for educators and is located at [California Child Abuse Mandated Reporter Training](#)  .

Rights to Confidentiality and Immunity

Mandated reporters are required to give their names when making a report. However, the reporter's identity is kept confidential. Reports of suspected child abuse are also confidential. Mandated reporters have immunity from state criminal or civil liability for reporting as required. This is true even if the mandated reporter acquired the knowledge, or suspicion of the abuse or neglect, outside his/her professional capacity or scope of employment.

Consequences of Failing to Report

A person who fails to make a required report is guilty of a misdemeanor punishable by up to six months in jail and/or up to a \$1,000 fine (California Penal Code Section 11166[c]).

After the Report is Made

The local law enforcement agency is required to investigate all reports. Cases may also be investigated by Child Welfare Services when allegations involve abuse or neglect within families.

Refer to Annex A for additional resources.

(B) Disaster procedures, routine and emergency plans, and crisis response plan are developed and include adaptations for pupils with disabilities and the following:

- (i) Earthquake emergency procedure system that includes:
 - (I) A School Building Disaster Plan to potentially include fire, relocation/evacuation, bomb threat, bioterrorism/hazardous materials, earthquake, flood, power failure/blackout, intruders/solicitors, weapons/assault/hostage, explosion, gas/fumes

All emergency procedures are divided into two general categories; those with sensitive information, and those with policies and procedures which can be made available to the public.

General Emergency Response Procedures include:

- Role and Responsibility of the *Fire Watch* Program
- Duck and Cover (Earthquake Response)
- Flood
- Power Failure/Blackout
- Intruders/Solicitors, as part of our visitor's policy

Emergency Response Procedures deemed to include sensitive information will be made for review in accordance with the terms of SB 323. These policies will be provided to agencies with a need to know, a likelihood of response, and with an understanding of their sensitive nature.

- (II) A drop procedure (*Cover and Hold*, for WSCS practices)
 - 1x per quarter for elementary schools
 - 1x per semester for secondary schools

Duck, Cover and Hold

In the event of: Earthquake, Fallen Aircraft, Possible Explosion, Tornado/Severe Storm

Teachers will:

- Direct students away from windows, bookshelves and carts
- Direct students to duck under desks, tables etc. and cover their heads and faces with their arms
- Assume the same duck and cover position as the students
- Await further instructions from Director or Principal or "All Clear" signal
- After the "All Clear" signal, take roll and determine the condition of all students in the room

- Report injuries or other immediate safety concerns to the Director or Principal

Students will:

- Move quickly away from windows, bookshelves or unsecured carts or equipment
- If possible, duck under their desk or tables
- Once positioned, kneel with head resting at knees, arms covering back of head
- Remain in place until given the “All Clear” signal

Director and/ or Principal will:

- Sweep buildings to determine safety of all people in buildings
- Prepare materials for emergency response personnel (Logistics)

Emergency status is clear when:

- Conditions are deemed safe by the Director or Principal
- Teachers are given the “All Clear” signal

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

	Building	Occupants	Community
Pre	<ul style="list-style-type: none"> ○ Maintenance is current ○ Emergency supplies ○ Automatic systems that sense grid failures ○ Minimize falling items 	<ul style="list-style-type: none"> ○ Establish plan ○ Practice through planned drills 	<ul style="list-style-type: none"> ○ Communication system in place ○ Flexibility in who can deliver communications ○ Secondary locations established
At	<ul style="list-style-type: none"> ○ Minimal overhead hazards ○ Protective equipment in place and accessible 	<ul style="list-style-type: none"> ○ Take action consistent with drills 	
Post	<ul style="list-style-type: none"> ○ Exit structure ○ Secure hazardous conditions (Gas, Electricity, Water) 	<ul style="list-style-type: none"> ○ Move to secondary location ○ Enact emergency response communication system ○ Triage and treat injuries 	<ul style="list-style-type: none"> ○ Secure perimeter around students ○ Control access and routes for parental pick-up ○ Communicate needs with emergency responders

(IV) A program to ensure that pupils, and certificated staff are aware of and trained in the procedures

Per California Education Code Section 32280, staff will be trained on the contents of the CSSP. This training will include a general overview at the beginning of the

2025-2026 SY, with recurring training and drills throughout the year. These drills utilize different times of the day, different days of the week, and focus on varying age groups.

Other components of the CSSP are published throughout enrollment documents and reviewed by Advising Teachers during initial Parent/Teacher meetings. These include elements of behavior expectations, dress code, attendance, communication, visitation policies, etc.

Flood

Neither the Oakhurst or Fresno site are within the California Department of Water Resources Flood Maps for the 50, 100, or 200 year flood cycle. Nor are they indicated in the FEMA Risk Maps. Please refer to Annex A for evidence.

The greatest risk of flood involves low magnitude incidents associated with interior plumbing failures.

Power Failure/Blackout

Generally, power failures and blackouts are considered nuisances, but not emergencies. Restroom facilities would continue to be operational, there are redundant systems of communication not dependent on internal sources of electricity, and our Independent Studies program allows each site to shift from on-campus instruction, to self-guided and at-home instruction with minimal effort.

Emergency lighting capacity has been bolstered in recent history, allowing well-lit egress routes that are automatically activated in power outages. These devices are maintained by extended-life, rechargeable battery powered sources.

Should a power failure occur, the following actions will be initiated:

Report the outage and determine the length of time electricity is expected to be unavailable.

- Evaluate the burden on safety and instruction
- Evaluate parental response time in comparison to the anticipated duration of the outage
- Utilize pre-created ParentSquare messages to communicate the situation with parents and directions regarding student pick-up
- Evaluate impact on demographics adversely and unproportionally affected by changing conditions and create alternative learning environments

Shelter in Place

Chemical spill (off Campus), Civil Disturbance, Gunfire/Police action in vicinity, Flood

Teachers will:

- Report to their building or classroom
- Get everyone inside their rooms, including students and staff seeking shelter.
- Lock their classroom door, close windows and curtains.
- Take roll and document the names of all students present.
- Await further instructions from Director or Principal or “All Clear” signal.

Students will:

- Report to the main building or their classroom
- Identify themselves to the teacher or staff member in charge.
- Sit calmly and quietly.
- Await further instructions from teacher or staff member.

Director and/ or Principal will:

- Either make intercom contact with each building and classroom or physically sweep buildings to ensure safety of all people.
- Prepare materials for emergency response personnel (Logistics).
- Establish communications with agency controlling the Incident Command System (ICS).

Emergency status is clear when:

- Conditions are deemed safe by the Director or Principal.
- Teachers are given the “All Clear” signal.

All Other Emergency Procedures are Considered Sensitive Information

Fire Watch for Endeavor Charter School (updated 2-11-22, reviewed 1-17-25)

**The Fire Watch responsibilities have been incorporated into the School Safety Coordinator position for the Endeavor site. The Oakhurst campus utilizes an integrated alarm system superseding the requirements necessitating a Fire Watch, which has recently been updated.*

For the Endeavor campus, a designated individual, readily accessible performs the following checks, makes necessary corrections, and coordinates with contractors to perform necessary higher level maintenance projects.

WSCS Administration will ensure that at least one responsible Fire Watch staff member is present in the Endeavor Charter School at all normal operating hours. The Fresno Administrator or designee will provide ongoing building surveillance of unwanted fire and will raise an alarm for the building occupants and notify the fire department should a fire occur.

1. The Fire Watch staff will be familiar with the building, knowing the location and operation of the following:

- the address, cross streets and phone number of Endeavor Charter School

777 and 723 West Shaw Ave

Fresno CA 93704

559-248-0471

- Breaker box and main power to building for electrical shut-off
- Main gas shut-off
- Fire extinguishers

2. On a weekly basis, the Fire Watch staff will conduct regular patrols of the entire building and facility. During these rounds the Fire Watch staff will confirm:

- Fire extinguishers are in place and not obstructed.
- The aisles and exit ways are all clear.
- Heating units are working properly.
- Flammable materials are properly stored.

3. Identify and report to WSCS Administration any fire, life, or property hazard.
4. Have a cell phone for means of direct communication with the fire department and carry a school issued Radio for communication with staff.
5. Maintain a log of Fire Watch Activities
6. In the event of fire or smoke the Fire Watch staff will:
 - Immediately notify all building occupants of the need to evacuate.
 - Notify the Fresno Fire Department
 - (Call 911)

**(Endeavor Charter School, 777 and 723 West Shaw Ave,
Fresno CA 93704)**

Intruders/Solicitors, as part of our visitor's policy

Classroom and school volunteer, visitation, and removal policy

While Western Sierra Charter Schools ("WSCS" or the "Charter School") encourages parents/guardians and interested members of the community to visit the Charter School and view the educational program, WSCS also strives to maintain our safe environment for students and staff. Additionally, parents volunteering in the classroom can be extremely helpful to our teachers and valuable to our students. We thank all parents for their willingness to volunteer in this manner. Nevertheless, to ensure the safety of students and staff as well as to minimize interruption of the instructional program, the WSCS Board of Directors has established the following procedure to facilitate volunteering and visitations during regular school days:

Definitions

- A "visitor" is defined as any person seeking to enter the school building who is:
 - not an employee of the Charter School
 - not a student currently enrolled in the Charter School
 - not a parent, guardian or sibling of a student currently enrolled in the Charter School.

All visitors who are not parents or guardians of a student must have a specific and educationally relevant purpose for their visit.

- A "volunteer" is defined as any person who voluntarily offers and provides a service to the Charter School with Charter School approval without receiving compensation.

Volunteering

Parents or guardians who are interested in volunteering in the classroom must adhere to the following guidelines:

1. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be (1) fingerprinted and (2) receive background clearance prior to volunteering without the direct supervision of a credentialed employee.
2. Volunteering must be arranged with the classroom teacher and Principal or designee, at least forty-eight (48) hours in advance.
3. Prior to volunteering in the classroom, the volunteer should communicate with the teacher to discuss the expectations for volunteering needs.

Classroom volunteers are there to benefit the entire class and are not in class solely for the benefit of their own child. Classroom volunteers must follow the instructions provided by the classroom teacher or aide. Classroom rules also apply to volunteers to ensure minimal distraction to the teacher. If a volunteer is uncomfortable following the direction of the teacher or aide, the volunteer may leave their volunteer position for that day.

4. Information gained by volunteers regarding students (e.g. academic performance or behavior) is to be maintained in strict confidentiality.
5. Volunteers shall follow and be governed by all other guidelines indicated elsewhere in this Policy. This includes, but is not limited to, the process of registering and signing out of the campus at the main office as indicated below.
6. Volunteerism by parents is encouraged but not mandatory.
7. This Policy does not authorize WSCS to permit a parent/guardian to volunteer or visit the campus if doing so conflicts with a valid restraining order, protective order, or order for custody or visitation issued by a court of competent jurisdiction.

Visitation

1. Parents/guardians seeking to visit a classroom during school hours must first obtain the approval of the classroom teacher and the Principal or designee.
2. All visitors (see definition above) shall register in the Visitors Log Book (now utilizing Raptor) and complete a Visitor's Permit in the main office immediately upon entering any school building or grounds when during regular school hours. When registering, the visitor is required to provide his/her name, address, age (if under 21), his/her purpose for entering school grounds, and proof of identity.
3. All visitors are asked to comply with current mandated and recommended health and safety protocols. Visitors (including volunteers) who demonstrate signs of a contagious disease (e.g. fever, coughing) may be denied registration. When recommended or requested by the Department of Public Health, visitors will be required to wear personal protective equipment, such as masks, and practice social distancing. WSCS reserves the right to implement additional measures for the protection of its school community, such as requiring forehead temperature checks before entry to the same extent being utilized for students and employees.
4. If the visitor is a government officer/official (including but not limited to local

law enforcement officers, immigration enforcement officers, social workers, district attorneys, or U.S. attorneys) the officer/official will also be asked to produce any documentation that authorizes school access. WSCS shall make reasonable efforts to notify parents or guardians prior to permitting a student to be interviewed or searched, consistent with the law and/or any court order, warrant or instructions from the officer/official. A copy of the documentation provided by the officer and notes from the encounter may be maintained by WSCS, consistent with the law. The WSCS Board of Directors and Bureau of Children's Justice in the California Department of Justice, at BCJ@doj.ca.gov, will be timely informed regarding any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes, as recommended by the Attorney General.

5. For purposes of school safety and security, the Principal or designee may design a visible means of identification for visitors while on school premises.

6. While on campus, visitors are to enter and leave classrooms as quietly as possible, not converse with any student, teacher, or other instructional assistant unless permitted, and not interfere with any school activity. No electronic listening or recording device may be used in a classroom without the teacher's and Principal's written permission.

7. Before leaving campus, the visitor shall return the Visitor's Permit and sign out of the Visitors Log Book (checkout using Raptor) in the main office.

8. The Principal, or designee, may refuse to register a visitor or volunteer if it is believed that the presence of the visitor or volunteer would cause a threat of disruption or physical injury to teachers, other employees, or students.

9. The Principal may direct a visitor without lawful business on campus to leave campus when the visitor's presence or acts interfere with the peaceful conduct of the activities of the school or disrupt the school or its pupils or school activities. Any visitor who is directed to leave by the Principal or designee will not be permitted to return to the Charter School campus for at least seven (7) days.

10. The Principal or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or withdrawn, promptly leave school grounds. When a visitor is directed to leave, the Principal or designee shall inform the visitor that if the visitor reenters the school without following the posted requirements the visitor will be guilty of a misdemeanor.

11. The Principal or designee may seek the assistance of the police in managing

or reporting any visitor in violation of this Policy.

Penalties

1. Pursuant to Education Code Section 44811, any parent, guardian, or other person whose conduct materially disrupts classwork or extracurricular activities or involves substantial disorder is guilty of a misdemeanor and is punishable, upon the first conviction, by a fine of no less than \$500.00 (five hundred dollars) and no more than \$1,000.00 (one thousand dollars) or by imprisonment in a County jail for no more than one (1) year, or both, the fine and imprisonment.
2. Disruptive conduct may lead to WSCS's pursuit of a restraining order against a visitor, which would prohibit him/her from coming onto school grounds or attending school activities for any purpose for a period of up to three (3) years.
3. Pursuant to Penal Code Section 626.81, a person who is required to register as a sex offender who comes into any school building or upon any school ground without lawful business thereon and written permission indicating the date or dates and times for which permission has been granted from the Principal is guilty of a misdemeanor. Adopted: 2/8/2022

Procedures are established to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during an emergency.

Both of Western Sierra Charter School's sites accommodate the educational plan of an Independent Studies program. As such, real estate and staging grounds often available at traditional schools are not an asset of either the Oakhurst or Fresno campuses. In a similar fashion, the average number of students on campus is far less, requiring less equipment and supplies to support both staff and children.

(C) Suspension/Expulsion policies and procedures **Suspension and Expulsion Procedures**

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to:

- while on school grounds
- while going to or coming from school
- during the lunch period, whether on or off the school campus
- during, going to, or coming from a school-sponsored activity.

A single suspension may not be issued for more than 5 consecutive school days. The total number of days for which a student, including students with a 504 Plan, may be suspended from school shall not exceed 20 days. Students with an IEP shall not be suspended for more than 10 school days in any school year.

Enumerated Offenses

Discretionary Suspension or Expellable Offenses: Students *may* be suspended or recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the

replica is a firearm.

- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold 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. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of

grades 4 to 12, inclusive.

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

- ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. 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.
- 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.
- y) Any other serious violation of WSCS’s student rules of conduct or behavioral expectations.

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 students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

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 students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
- b) Brandishing a knife at another person.
- c) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
- d) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
- e) Possession of an explosive

If it is determined by an Administrative Panel 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.

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.

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.

In-School Suspension

As in Independent Study school, WSCS does not plan to use in-school suspension.

Suspension Procedures

Suspensions shall be initiated according to the following procedures:

Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two 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.

Notice to Parents/Guardians

At the time of suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials 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.

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 the Executive Director or designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing.

This determination will be made by the Principal or designee 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. 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.

Suspension Appeal

At the time the parent/guardian is informed of the decision to suspend, information is provided about their right to appeal a suspension, along with information about the appeal process. To initiate an appeal, the student or parent or guardian must contact WSCS's Executive Director in writing within three days of the date of the suspension. The Executive Director will gather information from the Principal/designee, student, parent or guardian to determine whether or not the Principal/designee suspended the student properly and followed all applicable procedures. The Executive Director will consider the reasons the family feels the suspension was incorrect or inappropriate, and may contact the family and/or school staff to clarify information. Based on the information submitted or requested, the Executive Director may make one of the following decisions regarding the suspension.

1. Uphold the suspension.
2. Uphold the suspension but clear the student's record of the suspension at the end of the semester, if the student has no additional discipline problems at the school.
3. Determine that the suspension was not within the school's guidelines, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be destroyed. No information

regarding the suspension will be placed in the student's permanent record, nor shared with anyone not directly involved in the proceedings.

The Executive Director will mail a copy of the decision to the student and/or parent or guardian within five days of the issuing the decision. A copy of the decision is also emailed to the school Executive Director. The Executive Director's decision is final.

Expulsion Procedures

Authority to Expel

A student may be expelled following a hearing before an Administrative Panel on the recommendation from the Executive Director. The Administrative Panel will consist of up to three members, who are certificated and neither a teacher of the pupil nor a member of the Board of Directors. The Board or the Directors will appoint an Administrative Panel. The Administrative Panel may expel a student found to have committed an expellable offense.

A student and his or her parents may appeal an expulsion decision by the Administrative Panel to the Charter School's Board, which will make the final determination.

Hearing Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. If requested by the student, and unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director determines that the pupil has committed an expellable offense and recommends the student for expulsion.

The Administrative Panel will hold a hearing on the case, and will make a determination whether to expel. The hearing shall be held in a confidential setting.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;

3. A copy of the 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 or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

WSCS may 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 Board of Directors and/or Administrative Panel. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil. The Administrative Panel shall be guided by the following principles:

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 school will 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 Administrative Panel, 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 Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Administrative Panel 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 person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The Administrative Panel 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 school shall present evidence that the witness' presence is both desired by the witness and will be helpful to the school. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion

evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

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

Presentation of Evidence

While judicial 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.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses.

The decision of the Administrative Panel shall be in the form of written findings of fact regarding the expulsion. The final decision by the Administrative Panel shall be made within ten (10) school days following the conclusion of the hearing.

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

Written Notice to Expel

The Executive Director or designee following a decision of the Administrative Panel to expel shall send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

10. Notice of the specific offense committed by the student.
11. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.
12. Notice of any appeal options.
13. Information about alternative placement options.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the student's district of residence and the authorizer. This notice shall include the following:

1. The student's name.
2. The specific expellable offense committed by the student.

Expulsion Appeal

If a pupil is expelled, the pupil or the pupil's parent or guardian may, within 10 calendar days following the written notice to expel, file a written appeal, requesting the Board reconsider the expulsion determination. The Board of Directors will consider the appeal in closed session at its next regularly scheduled board meeting or as soon as practicable. The Board will consider all information and evidence contained in the record from the expulsion hearing. The Board will inform the parent and student in writing within five (5) days of its decision. The decision of the Board of Directors is final.

Closed Session

The Board shall hear an appeal of an expulsion order in closed session. During closed session, if the Board admits any representative of the pupil or the Charter School, the Board shall, at the same time, admit representatives from the opposing party.

Evidence admissible at hearing

The Board shall determine the appeal from a pupil expulsion upon the record of the hearing before the Administrative Panel, together with such applicable documentation or regulations as may be ordered.

Scope of review

The review by the Board shall be limited to the following questions:

1. Whether the Administrative Panel acted without or in excess of its jurisdiction.
2. Whether there was a fair hearing before the Administrative Panel.
3. Whether there was a prejudicial abuse of discretion in the hearing.
4. Whether there is relevant and material evidence which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the hearing before the Administrative Panel.

A Board may not recommend reversing the decision of the Administrative Panel to expel a pupil based upon a finding of an abuse of discretion unless the Board also determines that the abuse of discretion was prejudicial.

Decision of the Board

The decision of the Board shall be limited as follows:

- (a) If the Board finds that relevant and material evidence exists which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the hearing before the Administrative Panel, the Board may reconsider the matter and may in addition recommend the pupil reinstated pending the reconsideration.
- (b) In all other cases, they shall either affirm or reverse the decision of the Administrative Panel. The decision of the Board will be final.

Expelled Pupils/Alternative Education

The school will help provide the parent necessary information and a list of placement options. 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.

Disciplinary Records

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

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

WSCS 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 who WSCS or SELPA would be deemed to have knowledge that the student had a disability.

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, 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.

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, WSCS, 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 WSCS, 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 WSCS, 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 WSCS 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 WSCS agree to a change of placement as part of the modification of the behavioral intervention plan.

If WSCS, 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 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.

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or WSCS 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 hearing officer shall determine whether the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and WSCS agree otherwise.

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

The Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) 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.

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

A student who has not been identified as an individual with disabilities pursuant to IDEIA 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 IDEIA-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.

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

At times, dangerous students may be part of the WSCS student body. When a student having 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. Administration 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, as time permits. If the behavior is determined by school staff to need intervention by law enforcement, law enforcement shall be contacted by the school in an expeditious manner. If appropriate, an expulsion hearing may be conducted.

(E) Harassment, Discrimination, Intimidation and Bullying Prevention

It is the policy of Western Sierra Charter Schools "WSCS" to create and maintain a learning environment where students and employees are treated with dignity, decency and respect. It is also the policy of **WSCS** to maintain an environment that encourages and fosters appropriate conduct among all persons and respect for individual values. Accordingly, the School is committed to enforcing this Harassment, Discrimination, Intimidation and Bullying Prevention Policy in its programs and activities to create an environment free from all forms of discrimination, harassment, intimidation and bullying based on the following characteristics, whether actual or perceived: race, color, national origin, sex, disability, age, or any other legally protected category. Such discrimination, harassment, intimidation or bullying violates School policy and will not be tolerated. This policy applies to all acts related to school activity or school attendance occurring within a school under the jurisdiction of the governing board of the Charter School, and all acts of the governing board of the Charter School, including enacting policies and procedures that govern the Charter School.

Any form of retaliation against anyone who has complained or formally reported discrimination, harassment, intimidation or bullying or against anyone who has participated in an investigation of such a complaint, regardless of whether the complaint relates to the complaining person or someone else, will not be tolerated and violates this policy and the law.

If the School possesses information that could indicate immigration status, citizenship status or national origin information, the School shall not use the acquired information to discriminate against any students or families or bar children from enrolling in or attending school. If parents or guardians choose not to provide information that could indicate their or their children's immigration status, citizenship status or national origin information, the School shall not use such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school.

Each year, the School shall educate students about the negative impact of bullying other students based on their actual or perceived immigration status or their religious beliefs or customs. The School shall also train teachers, staff and personnel to ensure that they are aware of their legal duty to take reasonable steps to eliminate a hostile environment and respond to any incidents of harassment based on the actual or perceived characteristics noted above. Such training shall provide School personnel with the skills to do the following:

- Discuss the varying immigration experiences among members of the student body and school community;

- Discuss bullying-prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims;
- Identify the signs of bullying or harassing behavior;
- Take immediate corrective action when bullying is observed; and
- Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior.

Definitions

Discrimination: Discrimination is adverse treatment of any person based on the protected class or category of persons to whom he/she belongs and such treatment limits students from participating or benefiting from school activities or services.

Harassment: Harassment is unwelcome verbal or physical conduct prohibited by law directed toward, or differential treatment of, a student because of his/her membership (or perceived membership) in any protected group or on any other prohibited basis. The harasser can be a student, a School official or employee, or someone who is not an employee of the School, such as a vendor or parent.

Examples of such conduct include, but are not limited to:

- Offensive or degrading remarks, verbal abuse, or other hostile behavior such as insulting, teasing, mocking, name calling, degrading or ridiculing another person or group
- Racial slurs, derogatory remarks about a person's accent, or display of racially offensive symbols
- Unwelcome or inappropriate physical contact, comments, questions, advances, jokes epithets or demands
- Physical assault or stalking
- Displays or electronic transmission of derogatory, demeaning or hostile materials that may have a negative impact on the educational environment.
- Graphic and written statements, which may include use of cell phones or the Internet that create an intimidating, hostile, or offensive educational environment

Harassment does not have to include intent to harm, be directed at a specific target or involve repeated incidents. Harassment creates a hostile environment when the conduct is sufficiently severe, pervasive or persistent so as to interfere with or limit a student's ability to participate in or benefit from the services, activities or opportunities offered by the School.

Sexual Harassment: Sexual harassment is a form of harassment based on sex, including sexual harassment, gender harassment and harassment based on pregnancy,

childbirth or related medical conditions, gender identity, gender expression, and sexual orientation. It generally involves unwanted sexual advances, or visual, verbal or physical conduct of a sexual nature. This definition includes many forms of offensive behavior and includes gender-based harassment of a person of the same sex as the harasser. The following is a partial list of violations:

- Unwanted sexual advances
- Offering educational benefits in exchange for sexual favors
- Making or threatening reprisals after a negative response to sexual advances
- Visual conduct: leering, making sexual gestures, displaying of suggestive objects or pictures, cartoons or posters
- Verbal conduct: making or using derogatory comments, epithets, slurs and jokes
- Verbal sexual advances or propositions
- Verbal abuse of a sexual nature, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, suggestive or obscene letters, notes or invitations
- Physical conduct: touching, assault, impeding or blocking movements

Intimidation: Intimidation includes adverse actions intended to fill another with fear, to overawe or cow, as through force of personality or by superior display of wealth, talent, etc., or to force another into or deter from some action by inducing fear.

Bullying: Bullying may take place in a variety of hostile acts that are carried out repeatedly over time. The acts involve a real or perceived imbalance of power, with the more powerful child or group attacking those who are less powerful. It may be physical (hitting, kicking, spitting, pushing), verbal (taunting, malicious teasing, name calling, threatening), or psychological (spreading rumors, manipulating social relationships, or promoting social exclusion, extortion or intimidation). Bullying is any severe or pervasive action or conduct directed toward one or more students that have the effect of one or more of the following: 1) places a reasonable student in fear of harm to that student's person or property; 2) causes a reasonable student to experience a substantially detrimental effect on his or her physical or mental health; 3) causes a reasonable student to experience substantial interference with his or her academic performance; 4) causes a reasonable student to experience interference with his or her ability to participate in or benefit from the services, activities or privileges provided by the School.

Other types of bullying:

- Cyberbullying involves bullying conduct that is created or transmitted by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer or pager communicating any of the following: 1) a message, text, sound or image; 2) a post on a social network

Internet Web site, including a “Burn Page,” an impersonation of another student, and a false profile. EC 234.4

- Cyber sexual bullying involves 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 effects described in (1) – (4) above. A photograph or other visual recording 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.
- Social media bullying involves bullying through forums for social media, such as internet websites with free registration and ease of registration, internet websites offering peer-to-peer instant messaging, internet websites offering comment forums, and internet websites offering image or video posting platforms.

Retaliation: Retaliation is any adverse action taken against a student because he or she filed a charge of harassment, discrimination, intimidation or bullying complaint to the School or another agency or participated in an investigation about the same (such as an internal investigation or lawsuit), including as a witness. Retaliation also includes adverse action taken against someone who is associated with the individual opposing the perceived harassment, discrimination, intimidation or bullying.

Reporting Discrimination, Harassment, Intimidation, Bullying or Retaliation

Any student who believes that he or she has been the victim of discrimination, harassment, intimidation, bullying or retaliation prohibited by this policy, or any student who has witnessed such discrimination, harassment, intimidation, bullying or retaliation, should immediately report the circumstances in accordance with the procedure set forth below. The School will investigate any conduct that violates this policy, even in the absence of a complaint, and take remedial action where appropriate.

A student may make a complaint, written or oral, to any of the individuals listed below:

- Their teacher, school counselor or other school personnel
- The Principal of the School

Complaints may be submitted to the Principal by any of the following methods:

Mountain Home School and Glacier High School

By email: Ehagen@wscsfamily.org

By phone: (559) 642-1422

By mail: 41267 Hwy 41, Oakhurst, CA 93644

Endeavor Charter School

By email: Ngarcia@wscsfamily.org

By phone: (559) 248-0471

By mail: 777 W Shaw Ave, Fresno, CA 93704

Any teacher, school counselor or other school employee that receives any complaints of misconduct, or personally observes, learns about from others, or reasonably suspects has occurred, shall report the same to the Principal, so that the School may attempt to resolve the claim internally. Any School personnel that witness an act of discrimination, harassment, intimidation, bullying or retaliation shall take immediate steps to intervene when it is safe to do so.

Investigation and Disposition of Complaints

The School will conduct a prompt, thorough and impartial investigation that provides all parties appropriate due process and reaches reasonable conclusions based on the evidence collected using clear and convincing standard of proof. The investigation, conducted by a qualified investigator(s) (who may be a School employee), will include an interview with the alleged student-victim and his/her parent(s)/guardian(s). It may also include interviews with the person who made the initial report, the complainant (if not the alleged victim), the alleged wrongdoer and/or any other person who may have information regarding the incident, each of whom are encouraged to cooperate with any investigation. The investigator may also review any relevant documents.

The School will endeavor to complete its investigation within thirty (30) days of a report of discrimination, harassment, intimidation, bullying or retaliation.

Confidentiality of the complaint and investigation will be kept by the School to the extent possible, but note that the investigation will not be completely confidential. The School shall ensure confidentiality with respect to a student's or family's immigration status.

The investigator (if a third party) will report his/her findings to the Principal and/or the Executive Director. Where the investigator concludes that a violation of this policy has occurred, the Principal and/or the Executive Director will take prompt and appropriate action, including disciplinary action. Depending upon the circumstances, disciplinary action may include, but is not limited to suspension and/or recommendation for expulsion. Discipline for a violation of this policy is not progressive, so a first violation of this policy may warrant suspension or a recommendation for expulsion.

Every complaint will trigger the creation of an investigatory file. The investigatory file will consist of the initial complaint, the final investigative report, including a record of the

remedial action to be taken, if any, and all documents created, used or reviewed during the investigation.

At the conclusion of the investigation, the Principal shall notify the complainant of the manner in which it has resolved the matter. If, within 30 days after notification of resolution, the complainant does not agree with the resolution, the complainant may appeal the matter to the Executive Director by filing a notice of appeal stating the reasons for the appeal and specific disagreement with the School's resolution of the complaint. The Executive Director or his or her designee will provide the student with a final decision of the School's resolution within 5 days. If the student does not agree with the final determination of the Board of Directors, the student may appeal to the California Department of Education using the appeal process adopted in the School's Uniform Complaint Procedures.

Sexual Harassment Poster

The School shall create a poster that notifies pupils of the applicable written policy on sexual harassment. The poster shall display, at a minimum, all of the following: 1) The rules and procedures for reporting a charge of sexual harassment; 2) The name, phone number and email address of an appropriate school official to contact to report a charge of sexual harassment; 3) The rights of the reporting pupil, the complainant, and the respondent and the responsibilities of the School in accordance with the School's written policy on sexual harassment.

This poster will be displayed at the school site. It will be in public areas at the that are accessible to, and commonly frequented by students. The governing board of the School shall have full discretion to select the appropriate public areas to display the poster at the school site.

Hate Crime Policy

Hate Crime Reporting Procedures and Policies-Hate crimes shall not be tolerated at WSCS, in accordance with State and Federal law. Any hate crime should be reported to as specified in the school's Uniform Complaint procedure.

- Immediately step in and stop behavior, interview witnesses
- Notify school administrators, law enforcement, request assistance if necessary.
- Follow through by using appropriate disciplinary action consistent with the school district policy and the Education Code. Law enforcement may proceed with a concurrent investigation based on Penal Code violations.

- Provide comfort to victims, inform family, provide medical attention.

(F) Schoolwide dress code with prohibition of gang-related apparel

The provisions of any school wide dress code, pursuant to Section 35183, that prohibits pupils from wearing “gang-related apparel,” if the school has adopted that type of a dress code. For those purposes, the comprehensive school safety plan shall define “gang-related apparel.” The definition shall be limited to apparel that, if worn or displayed on a school campus, reasonably could be determined to threaten the health and safety of the school environment. A schoolwide dress code established pursuant to this section and Section 35183 shall be enforced on the school campus and at any school-sponsored activity by the principal of the school or the person designated by the principal. For purposes of this paragraph, “gang-related apparel” shall not be considered a protected form of speech pursuant to Section 48950.

Students must dress modestly. Students will ensure that they are properly covered and neat. Students may not wear any clothing with profanity or violent images or messages.

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.

(G) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school site

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

(D) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school.

Refer to the ‘Intruders/Solicitors, as part of our visitor’s policy’ section under Section 32282 (B)(II)

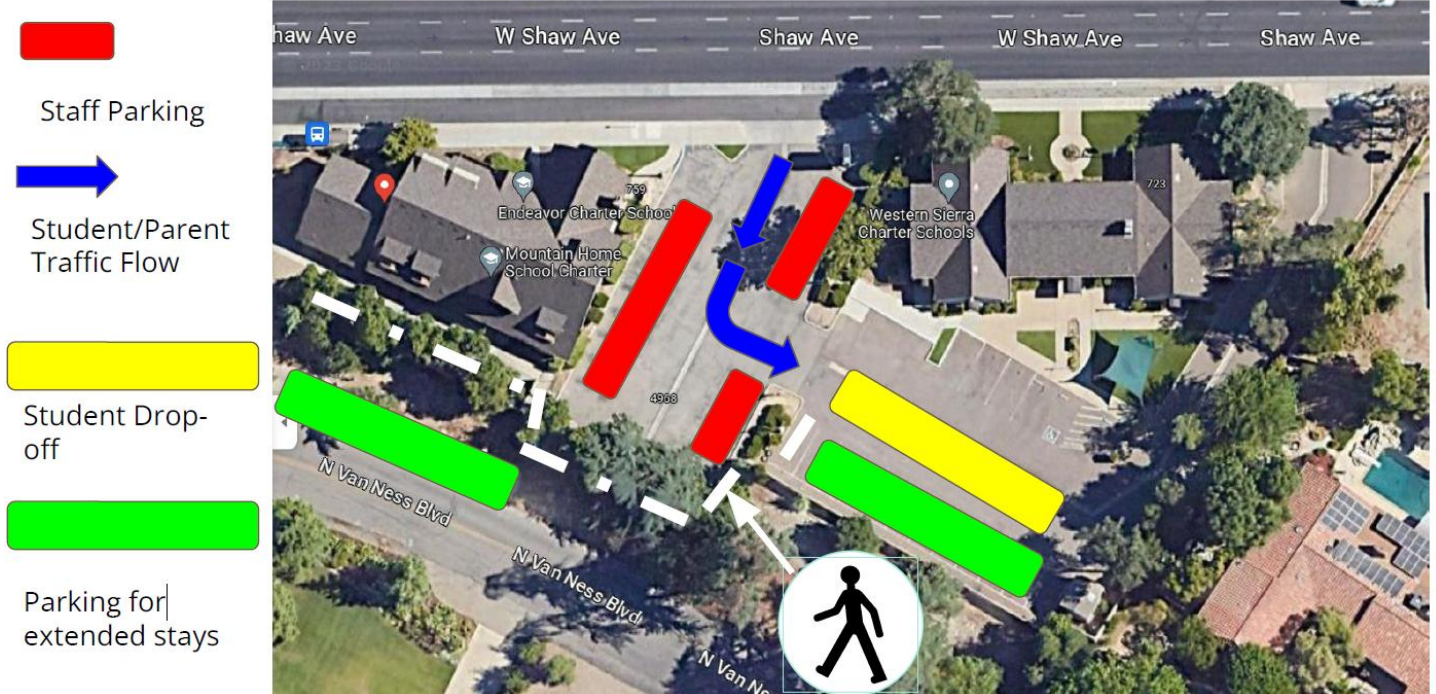
The school shall maintain safe and secure methods of ingress and egress for pupils, parents, and staff to and from the school property which are ADA compliant. Facilities shall be inspected regularly by school staff and any necessary modifications shall be made in a timely fashion. Additionally, the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

maintain a visitor record at both locations to assist in site security.

In addition to our monitoring systems, traffic assessments have been conducted to evaluate recurring traffic patterns, potential risks, and available solutions. The Oakhurst site is an established site without the opportunity for 'flow through' traffic or parking arrangements. The primary parking facility terminates at the structure. Street access is not feasible due to the topography, although secondary parking is available immediately east of Highway 41.

The Endeavor site does benefit from the possibility of through traffic patterns. Currently, administration encourages staff to park in the spaces nearest to the West Building. This forces other motorists to move further into the parking lot, which separates the obstacles of pedestrians, Shaw Avenue traffic, and parents.

Endeavor Parking Lot



The most preferred drop-off location is using the drive through route from West to East as indicated on the diagram above. Extended stay parking is limited, with consideration for co-tenants and neighborhood impact.

This plan was communicated with staff on a training day at the beginning of the year, and also communicated with families through ParentSquare on multiple occasions.

(H) Maintain a safe and orderly environment conducive to learning at the school

Maintaining a safe and orderly environment is not a static task. It requires an ongoing assessment to identify appropriate strategies and programs that will provide and maintain a high level of school safety that address the school's procedures for complying with existing laws related to school safety.

WSCS has developed a Comprehensive Safe School Plan, and has abided by those statements contained therein, while looking to expand the capacity and relevance to the growing WSCS community. The CSSP outlines safety procedures for fire, earthquake, and harmful intruders (lockdown drills). All staff are trained on emergency and first aid according to state standards and training programs.

The health and safety of WSCS staff and students continues to be the highest priority for the school. WSCS has adopted comprehensive, site-specific Health and Safety Policies and Emergency Policies and Procedures (collectively, Policies and Procedures), including policies regarding the acquisition and maintenance of adequate onsite emergency supplies. These Policies and Procedures have been in place before instructional sessions commenced for the year and are regularly assessed and revised. WSCS provides an overview training for all staff at least once annually in these Policies and Procedures, in addition to the new employee onboarding process. Emergency response drills are currently held at regular intervals for all students and staff, and WSCS sites will continue to maintain a consistent skills-oriented training program.

As stated, WSCS will periodically review, and modify as necessary, its Health and Safety Policies and Emergency Policies and Procedures and keep these documents (excluding those of a sensitive nature) readily available for use and review upon request. Major changes will be incorporated into the CSSP on a yearly basis. This document's review by the Executive Director, Board, and County office of Education will continue to be a yearly task.

The Health and Safety Policy addresses the following areas, at a minimum:

- Child Abuse Reporting
- Child predators (gates, walls, child pick-up and drop-off, etc.)
- Sexual/Other Harassment Reporting
- Blood borne pathogens
- FERPA
- Immunizations
- TB Testing
- Medication in school
- Vision, hearing, and scoliosis screening, per code
- Student Illness & Injury Policies

PROCEDURES FOR BACKGROUND CHECKS

All employees of WSCS, all volunteers who will be performing services that are not under the direct supervision of a School employee, and any onsite independent contractors or vendors having unsupervised contact with students, will be required to submit to criminal background checks and fingerprinting in accordance with state law. The Principals of WSCS sites shall monitor compliance with this policy. WSCS will maintain on file and available for inspection evidence that the school has performed criminal background checks for all employees and documentation that vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. WSCS shall also ensure that the Principals receive subsequent arrest notifications of all individuals subject to background checks from the Department of Justice to ensure the ongoing safety of its students.

ROLE OF STAFF AS MANDATED CHILD ABUSE REPORTERS

In accordance with state law, all teachers and staff are mandated to report any suspected child abuse. The procedure for the mandated individual is to immediately make a call to the Department of Children and Family Services. The mandated reporter will then file a report within 36 hours of first becoming aware of a suspected case of child abuse. The report will be filed with either the Police Department Child Abuse Unit or the Department of Children and Family services. The mandated individual will meet with the appropriate authorities accordingly and inform the administrator that a report has been made. Staff members will receive in-service training and sign a document verifying notification and understanding regarding this responsibility.

BLOOD-BORNE PATHOGENS

WSCS shall meet state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the workplace. WSCS will establish a written "Exposure Control Plan" designed to protect employees from possible infection due to contact with blood-borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV). Whenever exposed to blood or other body fluids through injury or accident, students, and staff should follow the latest medical protocol for disinfecting procedures.

TB TESTING

Faculty and staff will be assessed or examined for tuberculosis ("TB") prior to commencing employment and working with students, in the manner required by Education Code Section 49406, as amended.

IMMUNIZATIONS

WSCS will adhere to all law related to legally required immunizations for entering students pursuant to Health and Safety Code §120325-120375, and Title 17, California Code of Regulations §6000-6075.

MEDICATION IN SCHOOL

Students requiring prescription medications and other medicines during school hours will be accommodated. Parents must bring medication to the office in the original containers, with the name of the prescribing physician, the name of the student, and dispensing instructions. Parents will complete the appropriate form authorizing school staff to administer medication. Designated staff will put medications in a locked cabinet or refrigerator as required.

Designated staff will log times for administering medications for each student and will establish a tickler system to ensure that medications are dispensed at the appropriate times. Designated staff will call students to receive medications at the appropriate times. In cases where medications are long-term prescriptions, designated staff will provide parents with one week's notice to alert them that additional medications are needed.

VISION/HEARING/SCOLIOSIS

WSCS shall adhere to Education Code §49450, et seq, to provide screening of students' vision and hearing and for scoliosis to the same extent required of non-charter public schools.

EMERGENCY PREPAREDNESS

WSCS shall adhere to an Emergency Preparedness Handbook containing procedures for safety, drafted specifically to the needs of the school site. This handbook shall include but not be limited to the following responses: fire, flood, earthquake, and terrorist threats. The handbook shall be prepared prior to anyone working on the site; all staff members will receive detailed training on emergency procedures. The handbook shall be kept on file for review.

Fire Drills

Fire drills will be held at least twice a semester. Office personnel will maintain a record of fire drills held. When the fire drill signal sounds, teachers will lead the students in their room along the route indicated on the evacuation map posted for that purpose. Before leaving the room, teachers will see that all windows and doors are closed and that they have their class attendance roster with them. Students who are not in a classroom at the time the fire drill signal is given will attach themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site.

Once at the designated evacuation site, teachers and other staff will ensure that all students find their respective teachers. Teachers will then take roll to ensure that all students are accounted for. The names of any missing students will be given to the office personnel and the administrative staff will attempt to locate missing students. Students will remain with their teachers at the designated evacuation site until the administrative staff gives the "all clear" signal.

Disaster Drills (I.E. EARTHQUAKE)

Disaster drills will be conducted at least once a year. Students will be made familiar with the “duck and cover” routine. A disaster drill commencing with the “duck and cover” routine will be initiated by an announcement over the intercom. Staff and students will hear “This is an emergency drill. Duck and cover.” During the “duck and cover” routine in the classroom, teachers will turn off the lights and have students get under a desk or table or against the wall away from the windows. Students must remain quiet and orderly so they will be able to hear additional instructions when given. All drills will be concluded with an “all clear” announcement on the intercom, or a visible signal from the administrative staff.

In the case of a real earthquake, everyone must engage in the “duck and cover” routine immediately and remain in position until the teacher determines that it is safe to leave the building. If remaining in the room becomes dangerous, or when the shaking stops, teachers will proceed with their students to the evacuation site or another safety zone. If students are in an outdoor area when a disaster drill is called or during an actual earthquake, students are to drop immediately to the ground, away from trees and power lines, and cover their heads with their hands. They are to remain in that position until given additional instructions.

In the case of disasters other than earthquakes, the administrative staff will contact each room, advise staff of potential dangers, and give further directions or orders. Teachers and students will remain in their classrooms until instructions are received for an all clear or an evacuation. For safety purposes, no one is to leave the rooms. If there has been a chemical spill, the teacher must make sure that all doors, windows, and vents remain closed. The school site maintenance staff will turn off the gas. All unassigned staff will report to the office for assignments such as searching offices, bathrooms, and all other common areas, including outdoor facilities.

Teachers will stay with their classes for the duration of the emergency. In the event of an earthquake or other national disaster, all school employees are immediately designated “Civil Defense Workers” and are not allowed to leave school until they are given official clearance to do so by the administrative staff.

Bomb Threats

The person receiving the call or letter will note the time of day, wording of the message, background noises, and quality of the voice to try to determine if it is a child or an adult. This person will delay the caller as long as possible, while they alert another adult to the crisis. That adult will immediately notify the telephone company to trace the call and immediately thereafter, notify the police using 911.

Based on the information at hand, the administrative staff will make a decision whether an immediate evacuation is warranted. If so, a designated evacuation

code word will be given over the intercom and evacuation procedures will be followed. The office personnel will coordinate information requests to and/or from law enforcement, the telephone company, and parents.

If an immediate evacuation is not warranted, the administrative staff will notify teachers to inspect their room for any suspicious materials or unknown packages, without alarming students. All unassigned staff will report to the office for assignments such as searching offices, bathrooms, and all other common areas, including outdoor facilities.

STAFF RESPONSIBILITIES

All employees are responsible for their own safety, as well as that of others in the workplace. WSCS will rely upon its employees to ensure that work areas are kept safe and free of hazardous conditions.

Employees will report any unsafe conditions or potential hazards to their supervisor immediately. If an employee suspects a concealed danger is present on WSCS's premises, or in a product, facility, piece of equipment, process, or business practice for which WSCS is responsible, the employee will bring it to the attention of their supervisor, the Principal, or Executive Director through the Staff Reporting Form, immediately. Supervisors will arrange for the correction of any unsafe condition or concealed danger immediately and will contact the Principal regarding the problem.

Employees will be encouraged to report any workplace injury or accident to their supervisor as soon as possible, regardless of the severity of the injury or accident. If immediate medical attention is required, supervisors will assist employees in obtaining medical care, after which the details of the injury or accident must be reported. Refer to the Injury and Illness Prevention Plan.

Periodically, WSCS may issue rules and guidelines governing workplace safety and health. All employees will familiarize themselves with the rules and guidelines, as strict compliance will be expected. Failure to comply with rules and guidelines regarding health and safety or work performance will not be tolerated. Additional guidance is provided by the WSCS Injury and Illness Prevention Plan (IIPP).

DRUG FREE/ALCOHOL FREE/SMOKE FREE ENVIRONMENT

WSCS shall function as a drug, alcohol and tobacco-free workplace.

COMPREHENSIVE SEXUAL HARASSMENT POLICIES AND PROCEDURES

WSCS is committed to providing a school that is free from sexual harassment, as well as any harassment based upon race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability,

medical condition, genetic information, military or veteran status or any other characteristic protected by state or federal law. WSCS has developed a comprehensive policy regarding discrimination or harassment (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be promptly addressed in accordance with WSCS Workplace Violence Prevention Policy (WVPP).

Site Security Assessment

Western Sierra Charter Schools contracted with Knowledge Saves Lives to conduct a threat assessment of our school sites, including testing security features. Based upon their findings, they provided training and recommendations, which directed future action. That guidance and lead has been maintained and expanded since the site assessments in 2023.

Mental Health Assessments

A number of mental health resources were referenced to formulate a long-term developmental strategy for WSCS, and according to the nuanced and differing needs of each site. These include contacts with other school districts to reference the risk assessments they utilize, and their process for utilization. Additionally, WSCS has provided professional development for its staff.

Raptor Program Policy

Under Development

For information, please refer to <https://www.wscsfamily.org/raptor.html>

(I) Rules and Procedures on school discipline are established

WSCS believes that students learn best in an environment of clear expectations about behavioral and community norms that allows them to feel safe and nurtured. In order to maintain a positive learning community, WSCS has developed a comprehensive set of student discipline policies, which are consistent with California Education Code Section 48900's requirements for school districts. As a group of public charter schools, WSCS will maintain its own specific procedures for student suspension and expulsion, as indicated previously in this document.

Policies regarding suspension or expulsion conform to applicable state and federal laws regarding all students, including the Individuals with Disabilities Education Act (IDEA) and its amendments, Section 504 of the Rehabilitation Act, AB 602, and the ADA. WSCS's Site Principals bears primary responsibility for overseeing all student discipline, though the Executive Director also has the authority to suspend students.

The Discipline, Suspension and Expulsion Policy ("Policy") has been established to align in most material respects with Education Code Section 48900 *et seq.*, although WSCS is exempt from those and several other statutory provisions applicable to school districts (Ed. Code section 47610.). WSCS will review policies and procedures surrounding suspensions and expulsions at least once annually and, as necessary, modify our Policy accordingly. The Policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

WSCS staff shall enforce disciplinary rules and procedures fairly and consistently among all students. The Policy and its procedures will be printed and distributed as part of the Parent and Student Handbook and will clearly describe discipline expectations. WSCS will terminate a student's enrollment for the following reasons:

1. Non-compliance: If the parent/guardian or student is not fulfilling the requirements of the written agreement.
 - No work samples supplied.
 - Missing scheduled meetings.
 - Student not accomplishing a reasonable amount of work.
 - Attendance Sheet not returned by the due date.

Student/parent will be given reasonable opportunities to correct any non-compliance issues. If the issue is not corrected and continues, a second non-compliance will be given. If the issue still continues, the student will be dismissed prior to receiving a third notice.

2. Plagiarism Policy: if the student is caught cheating, the following disciplinary procedure applies:
 - student will receive a failing grade on that assignment and further disciplinary action as deemed appropriate.
3. WSCS has a Student Behavioral Expectations Policy that every student and their parent/guardian must agree to and sign.

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 employee, students, staff or other persons or to prevent damage to school property.

Each incident is addressed individually, though previous activities may be taken into account in order to determine the severity of the discipline assigned. Discipline begins with a meeting between the student and the Principal or his/her designee. Following this meeting, several actions may occur, including but not limited to:

- Warning, both verbal and written
- Loss of privileges (e.g. extra-curricular activities)
- Notices to parents by telephone or letter
- Request for parent conference (including teachers, counselors, or administrators)
- Behavior contract
- Detention
- Suspension
- Expulsion

For students who are truant, tardy, or otherwise absent from assigned school activities, alternatives to suspension or expulsion are attempted first.

Specifics regarding this policy and communications expressing expectations as well as mechanisms for accountability can be found in the Westen Sierra Charter School Parent/Student Handbook, Back to School Technology FAQs, and Parent Responsibility for Classes documents found in Annex A.

(J) Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions must be developed. The procedures to prepare for active shooters or other armed assailants are based on the specific needs and context of each school and community.

These plans and procedures are considered sensitive in nature. They are not widely available for public observation or comment, with the exception of the requirements of SB 323, which ensure specific parents, students, and staff may review and comment (without repercussions) for the intent of evaluating accessibility for all students.

(K) Procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school.

These plans and procedures are considered sensitive in nature. They are not

widely available for public observation or comment, with the exception of the requirements of SB 323, which ensure specific parents, students, and staff may review and comment (without repercussions) for the intent of evaluating accessibility for all students.

However, with WSCS sites increasing their off-site enrichment opportunities, further care is going into third-party site safety assessments prior to student presence. Those assessment and response plans are dependent on multiple variables, and no single plan would be effective.

(L) For schools that serve pupils in any of grades 7 to 12, inclusive, a protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose.

WSCS recognizes the potential of an opioid misuse and has created a system to respond in the case of overuse. The system includes 1) Staff have been trained to recognize the signs and symptoms of opioid misuse through multiple training sessions. The first was immediately after WSCS received the Naloxone from the California Department of Health Care Services in accordance with their established requirements to administer a school-based program. The second was during the initial first-aid training prior to the 2024-2025 SY. 2) Staff were made familiar with where the doses are kept in multiples in each first-aid response bag, with excess available on-site in a more general storage area. 3) Staff are comfortable with calling the next higher level of medical response to provide aftercare. 4) Staff were trained on the reporting requirements necessary, which the Site Safety Supervisor would then forward to the DHCS.

(c) Where practical, consult, cooperate and coordinate with other school site councils or school safety planning committees

WSCS has contracted with Knowledge Saves Lives for site threat assessments and testing, as well as staff training. The further development of WSCS policies, procedures, and implementation techniques are considered sensitive and not available for public review.

WSCS continues to seek additional Mental Health and Counseling relationships for the benefit and use of the community, without recommending any one in particular. Mental Health services are currently difficult to obtain due to the volume and need. As an organization, building these relationships with providers helps ensure members of our community can receive assistance.

Endeavor utilizes Fresno Pacific's 'On-site' Counseling Center, with the same general

arrangements. As WSCS continues to develop, it will be cognizant of the benefit of mental health professionals, and these professional relationships will continue to be leveraged.

Currently, the Site Safety Supervisor informally networks with other school specialists, especially Charter Schools, to support each other's organizations through shared knowledge, experiences, and accountability for further development.

(d) Evaluate and amend the plan as needed and at least once each year to ensure the plan is properly implemented

This amended CSSP for the WSCS system is scheduled to be presented to the Board at the January 21st, 2025 meeting.

Dissemination through the proper channels will follow.

(e) The Legislature encourages that policies and procedures aimed at the prevention of bullying be included in the CSSP

Please refer to section in both *Discipline* and *Suspension/Expulsion Procedures*. For further reference, the California Department of Education provides:
<https://www.cde.ca.gov/ls/ss/se/bullyres.asp>

Section 32282.1

(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 Psychologist: WSCS has a school

- Primary responsibilities include service to students per Individual Educational Plans and 504 plans.
- Secondary responsibilities include counseling services to students as needed and scheduled.

Community Intervention professionals: N/A

School resource officers, police officers on campus: N/A

(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

Western Sierra Charter Schools recognizes that trauma experienced by kids causes various presentations of behavior, which are rarely positive or constructive. Staff are encouraged to be observant of behaviors and share with the greater team, who may be able to provide insight, which would feed into a support plan with the intent of assisting the individual through the event, while maintaining academic progress. Additionally, behavioral trends allow administration to intercede with support for students and families.

As mentioned previously, Endeavor Charter School had piloted and is expanding a Mental Health Advisory program to create different opportunities for students to develop mental health tools, and for teachers to integrate mental health lessons. To date, data indicates a decrease in reportable behaviors/incidents, which could be attributed to the proactive approach.

Section 32284

Plan may include procedures for responding to the release of a pesticide or other toxic substance from properties within on-quarter mile of the school

WSCS will rely on the guidance of local emergency response departments, most likely the fire department, should the release of a toxic substance occur. Our default stance, unless guidance indicates otherwise, will be to *Shelter-in-Place*. This includes securing all vents, windows, and doors that permit an air exchange from the outside, to the inside of the facility.

Any staff leading off-site events will be notified. If they are a safe distance away, they should continue as normal and release students to their families with the direction of not returning to campus.

If these school events are within the 'at-risk' range, staff will be notified and asked to either shelter-in-place at the facility, or release students to their parents for transportation to a safe location.

The air purification devices on-site will be utilized in locations where the highest population is located.

Communications will be sent to families regarding the incident and the actions we are taking to keep our community safe. If the direction from the Incident Command Authority is to evacuate, we will do so in a safe and methodical process.

Otherwise, we will secure the exterior of the building until receiving an 'All-Clear' message through the appropriate channels.

If parents choose to pick up their students, staff will assist students through check-out and release them to the parents. However, after the initial closure, no additional personnel will be permitted within the facility. A sign will be affixed to the main entrance doors explaining the process and the one-way nature of traffic.

Section 32286

(a) Each school review, update, and adopt its plan by March 1, every year

The 2024-2025 SY CSSP will be provided to the WSCS Executive Director by February 26th, for initial review. Due to special request, the CSSP will be available by January 21st, 2025.

Section 32288

(a) Submit the plan to school district office of COE for approval

Presentation of the CSSP by the Site Safety Coordinator to the Board of Directors is scheduled for March 12th at their regularly scheduled meeting. Moved to January 21st, 2025.

(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

The document will be publicly posted on the WSCS website.

(c) Each school district or COE must annually notify the CDE by October 15 of any schools that have not complied with Section 32281

Every effort will be made to have a completed and reviewed CSSP prior to October 15th.