

# COMPREHENSIVE SCHOOL SAFETY PLAN

Updated January 2019



# CHOICES

CHARTER SCHOOL

*An Extraordinary Choice*



## San Juan

Unified School District

## Contents

Plan creation and review .....	3
Data Assessment.....	3
Safety is a priority at Choices Charter School .....	5
Procedures and Practices.....	5
Training & Preparation.....	6
Communicating Outside the School.....	7
Lockdowns.....	7
Shelter-in-place .....	8
Evacuations & Fire Drills .....	8
Use of the campus as shelter or welfare center .....	8
Active Shooters .....	8
Child Abuse Reporting Procedures .....	9
Earthquakes .....	11
Suspension/Expulsion Policies and Procedures .....	12
Teacher notification of dangerous pupils .....	14
Discrimination .....	15
Sexual Harassment.....	16
Bullying Prevention .....	21
Uniform Complaint Procedures .....	23
Problem Resolution.....	25
Dress Code .....	26
Campus Ingress and Egress.....	27
Safe and Orderly Environment.....	28
School Discipline .....	31
Roles per Education Code 32282.1 .....	34
Supporting Mental Health Needs .....	34

## Plan creation and review

Choices Charter School’s comprehensive safety plan has been developed and reviewed by the Safety Planning Committee] (referred to as “the Group”) which included the following members:

Russell Brown, Assistant Director

Melodie Smith, Teacher, Community Liaison

Kristin O’Brien, parent

Alyssa McDonald, student

Maria Espinoza, Office Manager

The Group consulted with Greg Hogan with the Sacramento Sherriff’s Dept.

The Group consulted and coordinated with safety planning groups from other schools in developing this plan as appropriate. (TOSA, Foster Youth, Early Learning Academy, First 5)

A public meeting was held for interested parties to review the plan on April 17th at Choices, room 6.

This plan is to be amended as needed. It shall be updated annually with review and approval by the Group due by March 1. A copy of the current plan will be kept on hand in the school office and made available for inspection upon request.

## Data Assessment

The Group reviewed a variety of data sources related to school climate, culture and safety by reviewing all the following data sources provided in our WASC report. They included the California Healthy Kids Survey, Parent/Student/Staff Surveys, WASC Report.

The following observations and findings were made based on the data review:

- Finding #1: WASC Review, Student Satisfaction Survey

**2017 Student School Satisfaction Survey**

Statement	% Agree
I feel safe at CCS.	99%
My education has become more personalized at CCS.	99%
I feel that the CCS staff is caring and responsive to student needs.	98%
My feelings about my education have become more positive since attending CCS.	95%
I am satisfied with the social opportunities and sense of community at CCS.	91%
I had a positive experience at CCS last year.	97%

- Finding #2 Senior Exit Interviews

**Senior Exit Interview**

CCS students typically experience life-altering success while attending the CCS program, as is exemplified by the following quotes from 2017 graduates' Senior Exit Interview responses. When students were asked "What did you learn about yourself through this independent study program?" they responded with:

- I work a lot better in solitude.
- I learned that I prefer a less formal/ more individualized program.
- I learned a lot, including what my passions are, to be comfortable with myself, and what I want in life. I found that I am very motivated and ambitious.
- That I learn and understand subjects differently than others.
- I learned that I have the capacity of staying on top of my studies without the teacher continuously reminding me.
- I learned that getting passing grades does not have to be so hard, as long as the help is put in, and the help is there.
- I learned how life doesn't revolve around me and that I need to respect others if I want respect.
- Through this independent study program, I learned that I am terrible at managing my time. Thankfully, I was able to improve throughout my time at Choices.
- I was adaptive to new challenges.
- If you put your mind to something and focus on it, you will eventually accomplish it.
- Independent study works better for me than regular school.
- I am responsible.
- I learned that the issues that I was struggling with during my freshman year weren't the end of the world. Choices allowed me to take the time and work on my mental health. Without the break, I wouldn't know where I'd be today. My mindset completely shifted.

And the reasons that students recommend Choices (from the 2016 Senior Exit Survey)...

- I would recommend this program to other students because you get the attention you need from your teachers, and the environment is incredibly friendly.
- This program is the best that I have ever been to. I would recommend all of my friends to go here.

• **Finding #3:**

**Students with Disabilities Attitude Survey Data by Year (% who agree)**

	17 Surveyed	0 Surveyed	20 Surveyed	33 Surveyed
Statement	2013-14	2014-15	2015-16	2016-17
I like to come to school at Choices	71%		70%	87%
I feel safe at Choices	71%		85%	90%
Getting good grades is important to me	82%		95%	93%
I have a computer with internet	82%		75%	78%

• **Finding #4: WASC Visiting Committee Report**

The VC found that one of the greatest strengths of CCS is the inclusion of parents, students, staff and the community in creating a positive learning environment that feels, "safe, calm, relaxed, engaging, connected, helpful and friendly" (student and parent comments 3/11/18). Nurturing the students as a method to help with "Learner Rehabilitation" is clearly one of CCS's strongest areas of achievement. Expectations are set high for the students, from the Orientation presentation, to the enrollment process, to the weekly attendance accountability, GradPoint curriculum, and final exams. Students are encouraged and supported to find success as CCS students. It was agreed by the VC that CCS incorporates an atmosphere of trust and respect both toward and from the students as evidenced by the positive comments from the parents, students, and student leadership group. The leadership, teachers and staff were very professional and engaged with the students in a respectful and caring manner.

The VC were all impressed at the cleanliness of the facility--welcoming bulletin boards displaying student work, shiny floors, decorated classrooms, and the teacher desk areas that resembled a professional office style. Diversity and differences among students is valued and honored by the school community as evidenced by data showing how minimal the numbers were for suspensions and expulsions. Students stated over and over again how they "loved" coming to their classes, they had reduced anxiety in comparison to their last school, and they felt "safe" at CCS. Several former high school students stated on their exit surveys that they believe because of the support given to them at CCS, they were able to graduate when previously they had believed they would not reach that goal. The school environment is very conducive to learning with the smaller class size and engaged teachers working as a team to support their students. Many of the teachers have been employed with CCS for over 10 years.

## Safety is a priority at Choices Charter School

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

Choices Charter School prides itself on its clean, orderly, comfortable campus and respectful, safe, and academically-challenging learning environment. Students and parents consistently provide feedback that compliments the school in these areas. In years 2014-2018, 98% or more of surveyed parents reported on the annual Parent School Satisfaction Survey that the facility meets the needs of the school, and 96% or more of surveyed students reported on the annual Student School Satisfaction Survey that they feel safe on campus. During this same time frame, 96% or more of students surveyed on the Student School Satisfaction Survey stated that the CCS Staff is caring and responsive to student needs, and 94% or more of surveyed students reported that their experience at Choices during the previous year was positive. On the 2017 California Healthy Kids Survey, 68% of 7th and 8th grade students and 67% of 11th grade students categorized the school as "High" in the area of High Expectations for student achievement.

Students are supported in internet safety while on campus through school computers that deny accessibility to websites that may be inappropriate for children. Students using on-campus computers are monitored by teachers and tutors at all times. School computers and networks may not be used for personal purposes. A school bulletin board advises students on appropriate and safe use of social media. A link to Parent University on the CCS website directs parents to free webinars that will guide them in protecting their students in the online community.

Daily custodial services ensure a clean and safe school environment. CCS follows all SJUSD Safe Schools procedures. Classes are carefully scheduled to regulate the flow of students in a manner that can be easily managed by staff. Classes never exceed more than 20 students. Many students meet with teachers in a one-on-one fashion. School rules are clearly communicated in the Parent/ Student Handbook. Violations to school rules are handled on a case-by-case basis by faculty and administration, according to the behavior policies outlined in the Parent/ School Handbook. Bullying, drugs, alcohol, derogatory language, and violence are never tolerated on campus. In 2016-17, CCS hosted the SJUSD Family Night Out event on drug prevention to underline its no-tolerance drug policy. Behavior problems (and suspensions/ expulsions) occur very infrequently at Choices.

Most CCS Staff members have worked at Choices for several years, where they enjoy an atmosphere of professional and trusting collaboration. All CCS Staff members convene monthly for an All-Staff Meeting, while most of the staff meets together weekly, and the Leadership Team meets twice monthly. Great care is taken to include all staff members in analysis of student data and decision making processes and to ensure that all staff members have equal voices in discussions. Analysis of student data drives all decision making and is the foundation on which the WASC School Wide Action Plan and Local Control Accountability Plan are built. The CCS Staff's decisions feed into the SWAP and LCAP; the staff reviews and tracks progress on the SWAP and LCAP each year.

The CCS Staff is remarkably committed to maximizing student success through the independent study model. The staff welcomes and appreciates students of all ethnicities, genders, orientations, and religions. The WASC Visiting Committees in both 2012 and 2015 praised the program on its culture in the following specific ways:

In 2012, a WASC Self-Study Visiting Committee commended the school on the following elements of its school culture:

- dedication to student success
- enthusiasm by all stakeholders
- high-level commitment to the program
- safe and clean facility
- respectful and positive learning environment
- strong rapport between faculty, students, and families
- ability to combine nurturing and high expectations

- high level of staff collaboration and professionalism
- effective implementation of the independent study model (facilitating students' independence while providing necessary support)

In 2015, a WASC Three-Year Term Revisit Committee praised CCS's school culture for its:

- professionalism demonstrated by all staff members
- dedication to the independent study model
- celebration of individual students' successes
- development of student confidence needed for successful adulthood
- students' positive attitude toward learning
- focus on professional development
- staff collaboration about formative assessment data that informs changes in instructional methodology and promotes learning
- differentiated instruction that allows faculty to meet the learning, emotional, and motivational needs of students
- year-round collection of data about student learning and satisfaction
- constant analysis of school processes and ongoing efforts to improve the program's ability to maximize students' potential

2018, WASC Three-Year Term Revisit Committee comments:

### **"Chapter IV: Synthesis of Schoolwide Strengths and Critical Areas for Follow-up**

#### **Schoolwide Areas of Strength** (list numerically)

1. Strong bonds between CCS staff, students and families
2. Dedication of CCS staff
3. Safe, nurturing learning environment
4. Flexibility of learning options
5. Engaging electives, especially the fine arts program"

## Procedures and Practices

The safety of students, staff, guests and community members is a top priority for Choices Charter School. The following procedures and practices are implemented to ensure the maintenance of a safe learning environment. These procedures have been reviewed by the Group and appropriate training has been provided to staff members and volunteers.

### Training & Preparation

It is important for all staff and students to be aware of the school's safety procedures. The following efforts will be implemented to train and prepare all students and staff:

- Staff will review this plan, the school's Tactical Safety Plan, and drill schedule each school year. The principal or designee will be responsible for ensuring any new staff members review these materials as well.
- Teachers will review expectations with students for lockdown situations, shelter-in-place situations, active shooter situations, fires and evacuations in an age appropriate manner at the start of each school year.
- The school will conduct a minimum number of drills as outlined here. Additional drills can be scheduled by the principal as determined needed.
  - Fire evacuation drills will be held monthly.
  - Fire evacuation drills will be held four times per year.
  - Fire evacuation drills will be held two times per year.
  - Lockdown drills will be held twice per year with one drill held within the first 30 days of school and a second drill held within 30 days of the first day of school in January.
  - Earthquake Drop and Cover Drills will be held once per quarter.
  - Earthquake Drop and Cover Drills will be held once per semester.

- Review and debrief sessions will be held with appropriate stakeholders after each drill or any critical event.

## Communicating Outside the School

Keeping parents, guardians and others informed during a school emergency is vital. Our first priority will be to ensure the safety of students and staff on campus and we will work as quickly as possible after that to notify families of what is happening. Families can expect:

- An initial message to be sent using the district's notification system and posted to the school website that shares the general nature of the incident. This message may not have a high level of detail as it is important that we maintain a focus on the immediate safety of students and staff and that we also ensure only accurate information is distributed.
- Incremental updates to the situation will be posted to the school's website. Major updates will be sent using the district's notification system.
- If an evacuation is ordered or school is cancelled prior to its scheduled time families will be notified using the district's notification system.
- A follow-up message sent using the district's notification system informing families of the outcome of the situation and appropriate details. Additional information will be shared as it becomes available in the hours, days and even weeks following a major incident.
- All messages sent using the district's notification system will be sent as emergency calls meaning they are distributed before other messages that are going out and are sent to every contact type on file for a parent/guardian.

To ensure parents/guardians are contacted they must provide updated contact information to the school office and occasionally review their settings in the notification system by logging in via <https://portal.sanjuan.edu>.

Parents/Guardians and staff can add extra contact methods to the notification system and determine which types of calls and messages are sent to each method.

## Lockdowns

A school wide lockdown is to be called when there is eminent danger such as a stranger on campus, violent criminal activity that is likely to occur on campus, or a weapon is likely to be used on campus. During a lockdown the following procedures should be followed:

1. Students and adults are brought inside classrooms or other designated areas
2. Doors and windows are closed and locked immediately
3. Curtains or other window coverings, if available, are pulled shut and lights are turned off.
4. Students and staff should take cover inside of locked rooms under desks, behind partitions etc.
5. No one is allowed to enter or leave a room once it is locked.
6. Doors should not be unlocked or opened until the all clear is given.
7. Parents and other guests should not come to campus or attempt to leave if they are already there.

Any staff member who observes or believes there is an eminent danger to students, other staff members, guests or the community may call for a lockdown.

A lockdown will be signaled to the campus community by:

- Intercom Message: "Teachers, we are initiating a lockdown."

Procedures for signaling the lifting of a lockdown are detailed in the school's confidential Tactical Safety Plan which contains specific procedures and is used for training staff.

## Shelter-in-place

A shelter-in-place will be used when there is the potential safety concerns on campus such as law enforcement activity in the area or severe weather. During a shelter-in-place the following procedures should be followed:

- Students and adults are brought inside classrooms or other designated areas
- Doors and windows are closed and locked immediately
- Students and staff continue working inside locked rooms.
- No one is allowed to enter or leave a room once it is locked unless escorted by school administration or law enforcement staff.
- Doors should not be unlocked or opened until the all clear given.
- Parents and other guests should not come to campus or attempt to leave if they are already there.

A shelter-in-place is called by the principal, vice principal or teacher in charge when they deem a potential threat may exist or they are advised to do so by law enforcement officials.

A shelter-in-place will be signaled to the campus community by:

- Intercom message: "Choices Charter School, a Shelter-In Place has been issued"

Procedures for signaling the lift of a shelter-in-place are detailed in the school's confidential Tactical Safety Plan which contains specific procedures and is used for training staff.

## Evacuations & Fire Drills

If it is necessary to evacuate the campus due to a fire or other hazard, staff will escort students to a predetermined evacuation point. They will then take a role of students and guests and report the count to the principal or other their designee. Evacuation routes are posted in each room and practiced during fire drills which shall be held once per month at the elementary level; four times per year at the intermediate level and twice per year at the secondary level. In addition, Ed Code 32001 states that each school site shall sound their fire alarm at least once every calendar month.

## Use of the campus as shelter or welfare center

During a local or regional emergency, it may become necessary or the school campus to be used as an emergency shelter, operational center for first responders, or staging area for equipment. To meet the needs of the entire community, the San Juan Unified School District will work collaboratively with law enforcement, fire and other emergency responders to meet needs. All requests for the use of a facility will be made to the Safe Schools office at (916) 971-7911.

## Active Shooters

As most active shooter events end within 10 to 15 minutes it is likely that school staff and students will need to respond directly and immediately before law enforcement officials can arrive. During an event is likely that a campus lockdown will be implemented. Within the established practices for a lockdown, San Juan Unified schools also implement the following strategies:

### Run, Hide, Take Action

- Run – The absolute best and most ideal response to an active shooter situation will be to evacuate the premises and get out of harm's way or to a safe location. This could be off campus or to the nearest classroom where a lockdown procedure can be implemented. When evacuating during an active shooter situation students and staff should:
  - Evacuate regardless of whether others agree to follow;
  - Leave all non-lifesaving belongings behind;

- Help others escape;
- Prevent individuals from entering an area where the active shooter may be;
- Keep hand visible;
- Follow instructions of law enforcement or first responders; and
- Not attempt to move wounded individuals.
- Hide – When evacuation is not a possibility individuals should hide keeping in mind:
  - Hiding places should be out of view;
  - An ideal hiding place will not trap the individual or restrict their options for movement;
  - Cell phones and other devices should be set to silent (not vibrate);
  - Remain quiet; and
  - Come out of hiding only when a trusted staff member or law enforcement official instructs you to do so.
- Take Action – The last resort in an active shooter situation is for a staff member or student to take action in an attempt to disrupt, confuse or incapacitate the active shooter(s). Individuals choosing to take action must commit and act as aggressively as possible against the active shooter(s). This actions should be decisive, without hesitation and encompass the following:
  - Improvising weapons from nearby items (e.g., sharp objects, heavy objects like fire extinguishers etc.)
  - Yelling and throwing items.

### Controlled Evacuations

Once the event is over law enforcement officials will implement a controlled evacuation of the school. During a controlled evacuation students and staff should:

- Follow all directions issued by law enforcement officials;
- Remain calm and quiet;
- If directed to do so and possible, immediately raise hands and spread fingers;
- Keep hands visible at all times;
- Avoid quick movements toward officers or holding onto them for safety; and
- Avoid pointing, screaming and/or yelling.

### Child Abuse Reporting Procedures

School personnel who suspect child abuse must report according to the child abuse reporting laws. Any suspected abuse must be reported regardless of who the abuser may be including parent/guardians, other family members, other adults or school staff.

Staff are required to:

1. Contact Child Protective Services (CPS) at (916) 875-5437.
  - a. If directed by CPS, call the Sacramento County Sheriff via the non-emergency line (916) 874-5822 or the emergency line (916) 874-5115 as appropriate. For residents of Citrus Heights, the Citrus Heights Police Department should be contacted.
2. **PREPARE A WRITTEN SUSPECTED CHILD ABUSE REPORT** on official reporting form SS8572 (available on the district intranet or by obtaining a password from CPS when making submitting a phone report ) within thirty-six (36) hours of knowledge, observation, or reasonable suspicion that a student has been the victim of abuse. Keep a copy of the report for your protection in a confidential file. (Do not file or record in the student's cum record).
3. Notify the site principal or the director/supervisor of your department of the report.

**STAFF SHALL NOT NOTIFY SUSPECTED ABUSER OR PARENT/GUARDIAN**

**This is the responsibility of law enforcement or CPS**

Failure to report could result in imprisonment for up to six (6) months, a fine of up to \$1,000 or both.

In some cases CPS staff may arrive on campus to conduct investigations or other activities. In those instances staff will:

- Verify identification of the CPS staff member;
- Ensure the CPS staff member informs a student of their right under PC 11174.3 to be interviewed in private or in the presence of a trusted school staff member.
- Reassure the student that the CPS staff member is there to help them;
- Assess a student's ability to return to class after an interview;
- NOT notify parents/guardians unless cleared to do so by the CPS staff member;
- Ensure that a "Removal of Pupil From School During School Hours" form is completed and filed. (Forms are available on the district intranet.

In case of questions, staff should contact the Pupil Support Services department at (916) 971-7004.

## Earthquakes

Earthquakes present a number of safety hazards from falling debris to ruptured gas pipelines and other infrastructure. Being prepared and responding promptly are key.

### Preparing for an Earthquake

It is the responsibility of all staff to identify potential safety hazards related to earthquakes. Teachers should review their classrooms and ensure that heavy objects are not stored on high shelves, that all furniture or other equipment brought into the room is properly secured to prevent tipping and that adequate cover space exists for students and staff should an earthquake strike.

The custodian and site administrator will work collaboratively to review non-classroom spaces to ensure any risk of injury or damage from an earthquake is minimized.

### If an Earthquake Strikes

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

1. Students and staff will immediately 'duck and cover':
  - Individuals should conceal themselves under desks, tables or other structures that provide protection from falling materials and debris.
  - Individuals should face away from windows and cover their head and face.
  - Everyone will maintain their duck and cover positions until the earthquake has stopped and motion can no longer be felt.
2. Once motion stops, students and staff shall carefully assess their surroundings to identify any dangerous conditions as they prepare to evacuate. Special attention should be paid to any loose or damaged walls or ceiling materials that could fall, any exposed electrical wiring, gas pipes or other hazards.
3. The principal should attempt to signal an evacuation, however teachers and other staff supervising students should exit building as soon as it is safe to do so and proceed to identified evacuation areas and follow the same procedure used in a fire drill to take attendance and report in.
4. Staff members shall notify the principal or office staff of any injuries or damage that poses a potential safety threat. Call 9-1-1 if needed.
5. The site custodian or another staff member directed by the principal shall disconnect all electrical service and turn off master valves for gas and water to the campus.
6. Office staff or other staff directed by the principal should notify the district of the school's status. If there are no serious injuries or damage that presents a safety hazard staff should call (916) 979-8281. If there are serious injuries or damage that DOES present a safety hazard staff should call x7911.  
Note: Phones may not work in a region-wide event. Alternative methods for contacting Safe Schools are included in the school's Tactical Safety Plan document.
7. Upon surveying the campus and finding it to be safe, the principal will signal an all clear for individuals to students and staff to return to class. If the campus is not safe to occupy, an off-site evacuation will commence.

## Suspension/Expulsion Policies and Procedures

Choices Charter School shall follow all applicable laws and district policies regarding the suspension or expulsion of students including but not limited to board policy 5144.1 and administrative regulation 5144.1. Prior to suspending a student, the principal or a designee shall review the prior methods of corrective action. Prior to suspension, the school principal or designee shall share with the student a summary of previous corrective actions undertaken.

Behavior and Code Reference	Other Means of Correction	May Suspend	May Expel	Contact Law Enforcement
<i>Physical Injury</i>				
Threatened/caused physical injury EC § 48900(a)(1)	May be considered	Yes	Yes	Optional
Committed violence/serious injury upon another, except in self-defense EC § 48900(a)(1) and (2), 48915(a)(1)(A) and 48915(a)(1)(E)	May be considered	Yes	Yes	Required
Committed assault or battery upon any school employee EC § 48915(a)(1)(E), PC § 240 and 242	May be considered	Yes	Yes	Required
Aided/Abetted in the infliction/attempted infliction of physical injury EC § 48900(t) and PC § 31	May be considered	Yes	Yes	Optional
<i>Controlled Substances</i>				
Unlawfully possessed/used/sold/furnished/under the influence of controlled substance, intoxicant of any kind except over-the-counter medication for personal or medication prescribed for the student by a physician • Was under the influence • Possessed • Furnished • Sold/Attempted to Sell EC § 48900(c), 48900(p), 48915(a)(1)(C), 48915(c)(3) and HSC § 11053	May be considered May be considered May be considered Not considered	Yes Yes Yes Required	Yes Yes Yes Required	Optional Required Required Required
Unlawfully offered/arranged/negotiated to sell a controlled substance or intoxicant of any kind EC § 48900(d) and HSC § 11053	May be considered	Yes	Yes	Optional
Unlawfully sold/delivered/furnished a liquid/substance/material represented as a controlled substance or intoxicant of any kind EC § 48900(d) and HSC § 11053	May be considered	Yes	Yes	Optional
Possessed/used tobacco or nicotine products containing tobacco without prescription EC § 48900(h)	May be considered	Yes	No	No
Unlawfully possessed/offered/arranged/negotiated to sell drug paraphernalia EC § 48900(j) and HSC § 11014.5	May be considered	Yes	Yes	Optional
<i>Property</i>				
Committed/attempted to commit robbery or extortion EC § 48900(e) and 48915(a)(1)(D)	May be considered	Yes	Yes	Required
Caused or attempted to cause damage to school or private property • Minimal damage • Extensive damage EC § 48900(f)	May be considered May be considered	Yes Yes	No Yes	Optional Required
Stole or attempted to steal school property or private property EC § 48900(g)	May be considered	Yes	Yes	Optional
Knowingly received stolen school property or private property EC § 48900(l)	May be considered	Yes	Yes	Optional

Behavior and Code Reference	Other Means of Correction	May Suspend	May Expel	Contact Law Enforcement
<i>Harassment and Bullying</i>				
Harassed/threatened/intimidated a student who is a witness in a school disciplinary proceeding EC § 48900(o)	May be considered	Yes	Yes	Optional
Engaged/attempted to engage in hazing/method of initiation which is likely to cause serious bodily injury/personal degradation/dishonor resulting in physical or mental harm EC § 48900(q)	May be considered	Yes	Yes	Optional
Engaged in an act of bullying, including but not limited to, bullying committed by means of an electronic act EC § 48900(r)	May be considered	Yes	Yes	Optional
Committed sexual harassment creating an intimidating/hostile/offensive educational environment, does not apply kindergarten through third grade EC § 48900.2	May be considered	Yes	Yes	Optional
Caused/attempted/threatened/participated in an act of hate violence, does not apply kindergarten through third grade EC § 48900.2 and 48900.3	May be considered	Yes	Yes	Required
Intentionally engaged in harassment/threats/intimidation against students or staff that disrupts classwork, creates substantial disorder or creates an intimidating/hostile educational environment, does not apply kindergarten through third grade EC § 48900.4	May be considered	Yes	Yes	Optional
Made terroristic threats against school officials or school property EC § 48900.7	May be considered	Yes	Yes	Required
<i>Weapons</i>				
Possessed a firearm/knife/other dangerous object Sold or furnished a firearm/knife/other dangerous object EC § 48900(b), 48915(a)(1)(B) and 48915(c)(1)	May be considered Not Considered	Yes Required	Yes Required	Required Required
Brandished a knife at another person EC § 48915(c)(2)	Not considered	Required	Required	Required
Possessed an imitation/ replica firearm so close as to lead a reasonable person to conclude that the replica is a firearm EC § 900(m)	May be considered	Yes	Yes	Optional
Possessed an explosive EC § 48915(c)(5)	Not considered	Required	Required	Required
<i>Other</i>				
Committed/attempted to commit sexual assault or sexual battery EC § 48900(n), 48915(c)(4), PC § 243.4, 261, 266c, 286, 288, 289	Not considered	Required	Required	Required
Committed obscene act/engaged in habitual profanity or vulgarity • Obscene act • Habitual profanity EC § 48900(i)	May be considered May be considered	Yes Yes	Yes No	Optional No
Disrupted school activities/willfully defied school officials engaged in the performance of their duties EC § 48900(k)	Must be considered (K-3)	Yes (4-12)	No	No

## Teacher notification of dangerous pupils

Pursuant to Education Code 49079 Choices Charter School is committed to notifying teacher of dangerous pupils. The procedure is as follows:

1. Teachers will be notified at the beginning of each school year (see attached notice) that the district is obligated to provide notice to them regarding students that have been suspended or expelled during the school year. Teachers will sign and return the notice indicating that they have received the notice and understand that it is their responsibility to review the suspension report each month during the school year. Their signatures will also acknowledge their understanding that the student suspension/expulsion data is to be kept confidential and not to be disseminated. Regular teachers or long-term substitute teachers entering the school at any time during the school year will be so notified as part of their orientation to the site. The notification shall include the procedure for teachers to access the monthly suspension report(s) and, if requested, individual notices of student suspension.
2. Any information received by a teacher pursuant to EC49079 shall be received in confidence for the limited purpose of providing notice to the teacher and shall not be further disseminated.
3. Notices of student suspensions/expulsions will be made available to teachers each month of the school year. Teachers will be responsible for reviewing the monthly suspension notice. The site administrators will notify teachers each month that they should review the monthly suspension report.
4. Monthly notices shall be kept in a locking file cabinet and shall be available to teachers. Monthly suspension reports from the current and previous three years shall be kept in this file.
5. It is the school site's responsibility to establish a procedure to review the cumulative folders of incoming students for notice(s) of suspension and/or expulsion anytime during the current and/or previous three school years. If suspension and/or expulsion notices are found in students' records, the notices may be provided to and recorded by the person responsible for preparing the monthly suspension report on the New Student Suspension Log (attached) and the log shall then be attached to the monthly suspension report. In place of using the New Student Suspension Log, a copy of the notice from the student's cumulative folder may be placed with the monthly suspension report materials.
6. Because EC49079 requires that teachers be provided notice of student suspensions for the previous three years, it will not be necessary to transfer notices of suspension with the cumulative folder when the student transfers to a school outside the district. It is recommended that a copy of the student's discipline/intervention screen be printed and placed in the cumulative file prior to sending the records to the new school district.
7. If a student's behavior warrants (e.g., violent or aggressive behavior), you may provide notice to teachers as soon as possible after a suspension or disciplinary action has occurred.

Questions about this procedure should be directed to the appropriate schools director at the district office.

## Discrimination

### Board Policy 0410 – Non Discrimination in District Programs and Activities

*Revised March 24, 2015*

The governing board is committed to equal opportunity for all individuals in education. District programs and activities shall be free from discrimination based on actual or perceived sex, race, color, religion, ancestry, national origin, ethnic group identification, age, marital or parental status, physical or mental disability, sexual orientation, gender, gender identity or expression, or genetic information, or the perception of one or more such characteristics, or association with a person or group with one or more of these actual or perceived characteristics. The board shall promote programs which ensure that discriminatory practices are eliminated in all district activities.

Annually, the superintendent or designee shall review district programs and activities to ensure the removal of any barrier that may unlawfully prevent an individual or group in any of the protected categories stated above from accessing district programs and activities, including the use of facilities. He/she shall take prompt, reasonable actions to remove any identified barrier. The superintendent or designee shall report his/her findings and recommendations to the board after each review.

District programs and facilities, viewed in their entirety, shall be in compliance with the Americans with Disabilities Act and any implementing standards and/or regulations, and readily accessible to individuals with disabilities.

The superintendent or designee shall ensure that the district provides appropriate auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program, or activity. These aids and services may include, but are not limited to, qualified interpreters or readers, assistive listening devices, note takers, written materials, taped text, Braille, or large print materials.

Individuals with disabilities shall notify the superintendent or designee if they have a disability that requires special assistance or services. Reasonable notification should be given prior to the school-sponsored function, program, or meeting.

Pursuant to 34 CFR 104.8 and 34 CFR 106.9, the superintendent or designee shall notify students, parents/guardians, employees, employee organizations, applicants for admission and employment, and sources of referral for applicants about the district's policy on nondiscrimination and related complaint procedures. Such notification shall be included in each announcement, bulletin, catalog, application form, or other recruitment materials distributed to these groups.

The district's nondiscrimination policy and related informational materials shall be published in a format that parents/guardians can understand. In addition, when 15 percent or more of a school's students speak a single primary language other than English, those materials shall be translated into that other language. (Education Code section 48985, 20 USC 6311 and 6312)  
(cf. 7110 - Determining Needs)

As a public school district, the district is committed to maintaining neutrality toward religion, neither promoting/encouraging student participation in religious activities nor discouraging students from observing the tenets of their religious faith. To that end, the Board encourages district staff to be sensitive to the accommodation of students' religious needs so that students are able to participate in school and extracurricular activities without undue burden on the free exercise of their religious beliefs.

School staffs should be familiar with the most significant religious holy days and avoid scheduling, to the extent practicable and within their control, important school activities on those days. The superintendent or designee shall annually provide to all school sites a calendar of major religious holy days. The school calendar should be prepared so as to minimize conflict with these religious holy days. Where conflicts are unavoidable, care should be taken to avoid

scheduling on significant religious holy days activities that would be difficult to make up.

Students whose religious beliefs necessitate accommodation in some fashion are expected to inform appropriate school staff, including teachers, coaches, extracurricular advisors, or other appropriate staff, at the outset of the school year and request, in writing, such accommodation. Teachers will work with the student to accommodate the student's need to be absent without being penalized academically. Accommodation should follow the rule of reasonableness, which will depend on the particular facts of each case.

School administrators are directed to inform their teaching, coaching, and extracurricular staff of the provisions of this policy and oversee its implementation.

Students and parents/guardians shall be notified of this policy and Board policy 1312.3 (Uniform Complaint Procedures) at the beginning of each school year. When necessary, this notification and the district's nondiscrimination policy shall be published in English and provided in the individual's primary language as required by law and shall state that the lack of English language skills will not be a barrier to admission or participation in any district programs.

## Sexual Harassment

### Board Policy 5145.7 – Sexual Harassment

*Revised October 12, 2004*

The Board of Education prohibits unlawful sexual harassment of or by any student by anyone in or from the district.

The Board of Education is committed to maintaining an educational environment that is free from harassment. The Board prohibits sexual harassment of students by other students, employees or other persons, at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against persons who complain, testify, assist or otherwise participate in the complaint process established pursuant to this policy and the administrative regulation.

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

Any student who feels that he/she is being harassed should immediately contact the principal or designee or another district administrator in order to obtain a copy of AR 1312.3 - Uniform Complaint Procedures. Complaints of harassment can be filed in accordance with these procedures.

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

The Board expects students or staff to immediately report incidents of sexual harassment to the principal or designee or to another district administrator. In any case of sexual harassment involving the principal or any other district employee to whom the complaint would ordinarily be made, the employee who receives the student's report or who observes the incident shall report to the nondiscrimination coordinator or the Superintendent or designee.

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

The district's Title IX coordinator has been identified as the district's Assistant General Counsel, 3738 Walnut Avenue, Carmichael, CA, (916) 971-7110.

Administrative Regulation 5145.7 – Sexual Harassment, Students

*Approved June 15, 1993*

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual or physical conduct of a sexual nature when: (Education Code 212.5)

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

Examples of conduct which are prohibited in the district and which may constitute sexual harassment include, but are not limited to:

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

K-3

Conduct of students in kindergarten through third grade will be reviewed for age-appropriate behavior.

## Notifications

A copy of the district's sexual harassment policy shall:

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year. (Education Code 48980) (cf. 5145.6 - Notifications Required by Law)
2. Be displayed in a prominent location near each school principal's office. (Education Code 212.6)
3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester or summer session. (Education Code 212.6)
4. Appear in any school or district publication that sets forth the school or district's comprehensive rules, regulations, procedures and standards of conduct. (Education Code 212.6)

### [Board Policy 4119.11 - Sexual Harassment, Personnel](#)

*Revised October 28, 2008*

The Governing Board prohibits sexual harassment of district employees, job applicants, and students. The Board also prohibits retaliatory behavior or action against district employees or other persons who complain, testify, or otherwise participate in the complaint process established pursuant to this policy and administrative regulation.

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation;
2. Publicizing and disseminating the district's sexual harassment policy to staff;
3. Ensuring prompt, thorough, and fair investigation of complaints;
4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments.

All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or to take other subsequent necessary actions. (5 CCR 4964)

Any district employee or job applicant who feels that he/she has been sexually harassed or who has knowledge of any incident of sexual harassment by or against another employee, a job applicant or a student, shall immediately report the incident to his/her supervisor, the principal, district administrator, Human Resources, the Title IX Coordinator/Legal Services or to the Superintendent.

A supervisor, principal or other district administrator who receives a harassment complaint shall promptly notify the Superintendent or designee.

Any district employee who engages or participates in sexual harassment or who aids, abets, incites, compels, or coerces another to commit sexual harassment against a district employee, job applicant, or student is in violation of this policy and is subject to disciplinary action, up to and including dismissal.

## Definitions

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the work or educational setting when:

1. Submission to the conduct is made explicitly or implicitly a term or condition of the individual's employment;
2. Submission to or rejection of such conduct by the individual is used as the basis for an employment decision affecting him/her;
3. The conduct has the purpose or effect of having a negative impact upon the individual's work or has the purpose or effect of creating an intimidating, hostile, or offensive work environment. The conduct is sufficiently severe, persistent, pervasive, or objectively offensive so as to create a hostile or abusive working environment or to limit the individual's ability to participate in or benefit from an education program or activity;
4. Submission to or rejection of the conduct by the other individual is used as the basis for any decision affecting him/her regarding benefits, services, honors, programs, or activities available at or through the district. (Education Code [212.5](#); 5 CCR [4916](#))

Other examples of actions that might constitute sexual harassment, whether committed by a supervisor, a co-worker, or a non-employee, in the work or educational setting, include, but are not limited to:

1. Unwelcome verbal conduct such as sexual flirtations or propositions; graphic comments about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcome sexual slurs, epithets, threats, innuendoes, derogatory comments, sexually degrading descriptions, or the spreading of sexual rumors;
2. Unwelcome visual conduct such as drawings, pictures, graffiti, or gestures; sexually explicit emails; displaying sexually suggestive objects;
3. Unwelcome physical conduct such as massaging, grabbing, fondling, stroking, or brushing the body; touching an individual's body or clothes in a sexual way; cornering, blocking, leaning over, or impeding normal movements.

Prohibited sexual harassment may also include any act of retaliation against an individual who reports a violation of the district's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

## Training

Every two years, the Superintendent or designee shall ensure that administrative, management and supervisory employees receive at least two hours of classroom or other effective interactive training and education regarding sexual harassment. All newly hired or promoted supervisory employees shall receive training within six months of their assumption of the supervisory position. (Government Code [12950.1](#))

The district's training and education program for administrative, management and supervisory employees shall include information and practical guidance regarding the federal and state laws on the prohibition against and the prevention and correction of sexual harassment, and the remedies available to the victims of sexual harassment in employment.

The training shall also include all of the content specified in 2 CCR [7288.0](#) and practical examples aimed at instructing supervisors in the prevention of harassment, discrimination, and retaliation. (Government Code [12950.1](#); 2 CCR [7288.0](#))

#### Notifications

A copy of the Board policy and this administrative regulation shall:

1. Be displayed in a prominent location in the main administrative building, district office, or other area of the school where notices of district rules, regulations, procedures, and standards of conduct are posted;
2. Be provided to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year or whenever a new employee is hired;
3. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct. (Education Code [231.5](#))

All employees shall receive either a copy of information sheets prepared by the California Department of Fair Employment and Housing (DFEH) or a copy of district information sheets that contain, at a minimum, components on:

1. The illegality of sexual harassment;
2. The definition of sexual harassment under applicable state and federal law;
3. A description of sexual harassment, with examples;
4. The district's complaint process available to the employee;
5. The legal remedies and complaint process available through DFEH and the Equal Employment Opportunity Commission (EEOC);
6. Directions on how to contact DFEH and the EEOC;
7. The protection against retaliation provided by 2 CCR [7287.8](#) for opposing harassment prohibited by law or for filing a complaint with or otherwise participating in an investigation, proceeding, or hearing conducted by DFEH and the EEOC. (Government Code [12950](#))

In addition, the district shall post, in a prominent and accessible location, DFEH's poster on discrimination in employment and the illegality of sexual harassment. (Government Code [12950](#))

## Bullying Prevention

CCS follows all SJUSD Safe Schools procedures. Classes are carefully scheduled to regulate the flow of students in a manner that can be easily managed by staff. Classes never exceed more than 20 students. Many students meet with teachers in a one-on-one fashion. School rules are clearly communicated in the Parent/ Student Handbook. Violations to school rules are handled on a case-by-case basis by faculty and administration, according to the behavior policies outlined in the Parent/ School Handbook. Bullying, drugs, alcohol, derogatory language, and violence are never tolerated on campus. In 2016-17, CCS hosted the SJUSD Family Night Out event on drug prevention to underline its no-tolerance drug policy. Behavior problems (and suspensions/ expulsions) occur very infrequently at Choices.

### Board Policy 5131.2 – Bullying

*Updated January 8, 2013*

The Governing Board recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student, school personnel or volunteer.

The definition of "bullying" for purposes of establishing grounds for suspension or expulsion includes bullying via an electronic act to include posting of messages on social media networks.

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

Strategies for bullying prevention and intervention shall be developed with involvement of key stakeholders in accordance with law, Board Policy, and Administrative Regulations governing the development of comprehensive safety plans and shall be incorporated into such plans.

### Bullying Prevention

To the extent possible, District and school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of District and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.

The District may provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.

Based on an assessment of bullying incidents at school, the Superintendent, or designee in consultation with the school site principal, may increase supervision and security in areas where bullying most often occurs, including but not limited to classrooms, playgrounds, hallways, restrooms, cafeterias, school parking lots, and athletic fields.

## Intervention

Students should be strongly encouraged by campus personnel to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously, including policies to prevent retaliation (Education Code section 234.1(f)). The District and/or school site staff shall notify all students of those policies.

School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so and separate the victims and perpetrators to protect the safety of all involved. (Education Code section 234.1)

As appropriate, the Superintendent or designee and/or the school principal shall notify the parents/guardians of victims and perpetrators. He/she also may involve school counselors, mental health counselors, and/or law enforcement.

## Complaints and Investigation

Students and/or parents/guardians may submit a verbal or written complaint of conduct they consider to be bullying to a teacher, counselor or administrator. School site staff shall be fully briefed on local school site procedures to receive these complaints and direct the student or parent/guardian as to the next steps that will be taken to investigate the matter. Complaints of bullying not against a protected group shall be investigated and/or resolved in accordance with site-level grievance procedures specified in BP/AR 1312.1. The District shall follow uniform complaint procedures when addressing complaints alleging failure to comply with state or federal law or regulations, including allegations of unlawful discrimination, harassment, intimidation, and/or bullying against any protected group as identified under Education Code sections 200 and 220 and Government Code section 11135, as identified in BP/AR 1312.3.

Any student who engages in the bullying of another student or anyone from the District may be subject to disciplinary action up to and including expulsion.

Staff may monitor students' use of the District's Internet system and to conduct individual searches of students' accounts if there is reasonable suspicion that a user has violated District policy or the law

When a student is reported to be engaging in bullying off campus, the Superintendent or designee shall investigate and document the activity and shall identify specific facts or circumstances, if any, that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages sent to them that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.

## Discipline

Any student who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, causes a substantially detrimental effect on a student's physical or mental health, substantially interferes with a student's academic performance, and/or substantially interferes with a student's ability to participate in or benefit from the services, activities, or privileges provided by a school, shall be subject to discipline, which may include suspension or expulsion, in accordance with District policies and regulations.

## Uniform Complaint Procedures

### Board Policy 1312.3 – Uniform Complaint Procedures

*Updated March 28, 2017*

The Governing Board recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The board encourages the early, informal resolution of complaints whenever possible and appropriate. To resolve complaints which cannot be resolved through such informal process, the board adopts the uniform system of complaint processes specified in 5 CCR 4600-4670, and the accompanying administrative regulation. The district's uniform complaint procedures (UCP) shall be used to investigate and resolve the following complaints:

1. Any complaint alleging district violation of applicable state or federal law or regulations governing the following programs: Adult Education, After School Education and Safety, Migrant Education, Career Technical and Technical Education and Training, Child Care and Development, Child Nutrition, Consolidated Categorical Aid, Compensatory Education, Every Student Succeeds Act/No Child Left Behind, Tobacco Use Prevention Education, California Peer Assistance and Review Programs for Teachers Education, Regional Occupation Centers and Programs, School Safety Plans, State Preschool, American Indian Education Centers and Early Childhood Education Program Assessments, Bilingual Education, Economic Impact Aid, and any other district-implemented program which is listed in Education Code section 64000(a) (5 CCR 4610).
2. Any complaint alleging the occurrence of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) against any person in district programs and activities including, but not limited to, those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on the person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code sections 200 or 220, Government Code section 11135, or Penal Code section 422.55, or based on his/her association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610).
3. Any complaint alleging district noncompliance with the requirement to provide reasonable accommodation to a lactating student on school campuses to express breast milk, breastfeed an infant child, or address other breastfeeding-related needs of the student. (Education Code section 222).
4. Any complaint alleging district noncompliance with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities. (5 CCR 4610)
5. Any complaint alleging district noncompliance with legal requirements related to the implementation of the local control and accountability plan ("LCAP"). (Education Code section 52075).
6. Any complaint, by or on behalf of any student who is a foster youth, alleging district noncompliance with any legal requirement applicable to the student regarding placement decisions, the responsibilities of the district's educational liaison to the student, the award of credit for coursework satisfactorily completed in another school or district, school transfer, or the grant of an exemption from board-imposed graduation requirements.
7. Any complaint, by or on behalf of a homeless student as defined in 42 USC 11434a, alleging district noncompliance with any requirement applicable to the student regarding the award of credit for coursework satisfactorily completed in another school or district or the grant of an exemption from Board-imposed

graduation requirements. (Education Code sections 51225.1, 51225.2).

8. Any complaint alleging district noncompliance with the requirements of Education Code sections 51228.1 and 51228.2 that prohibit the assignment of a student to a course without educational content for more than one week in any semester or to a course the student has previously satisfactorily completed, without meeting specified conditions. (Education Code section 51228.3).
9. Any complaint alleging district noncompliance with the physical education instructional minutes requirement for students in elementary school. (Education Code sections 51210, 51223).
10. Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy.
11. Any other complaint as specified in a district policy.

The board recognizes that alternative dispute resolution (ADR) can, depending on the nature of the allegations, offer a process to reach a resolution to the complaint that is acceptable to all parties. ADR such as mediation may be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. The superintendent or designee shall ensure that the use of ADR is consistent with state and federal laws and regulations.

The district shall protect all complainants from retaliation. In investigating complaints, the confidentiality of the parties involved shall be protected as required by law. As appropriate for any complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the superintendent or designee shall keep confidential the identity of the complainant and/or the subject of the complaint, if he/she is different from the complainant, as long as the integrity of the complaint process is maintained.

When an allegation that is not subject to the UCP is included in a UCP complaint, the district shall refer the non-UCP allegation to the appropriate staff or agency and shall investigate and, if appropriate, resolve the UCP-related allegation(s) through the district's UCP process.

The superintendent or designee shall provide training to district staff to ensure awareness and knowledge of current law and related requirements, including the steps and timelines specified in this policy and the accompanying administrative regulation.

The superintendent or designee shall maintain records of all UCP complaints and the investigations of those complaints. All such records shall be destroyed in accordance with applicable state law and district policy.

#### Non-UCP Complaints

The following complaints shall not be subject to the district's UCP but shall be referred to the specified agency: (5 CCR 4611)

1. Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services, the County Protective Services Division, and the appropriate law enforcement agency.
2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to Department of Social Services and shall, for licensing-exempt facilities, be referred to the appropriate Child Development regional administrator.

3. Any complaint alleging employment discrimination/harassment shall be sent to the California Department of Fair Employment and Housing and the compliance officer shall notify the complainant by first class mail of the transfer.
4. Any complaint alleging fraud shall be referred to the California Department of Education.

In addition, the district's Williams Uniform Complaint Procedures, Administrative Regulation 1312.4, shall be used to investigate and resolve any complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, or teacher vacancies and misassignments.

Additional information regarding the district's Uniform Complaint Procedure can be found in Administrative Regulation 1312.3 – Uniform Complain Procedures available online at <http://www.gamutonline.net>. Use “public” as a user name and “sjuds” as a password to access all district board policies and administrative regulations.

### Problem Resolution

Choices Charter School and San Juan Unified School District encourage issues be resolved by those closest to the concern whenever possible. Concerns should be brought to the attention of those involved. If a satisfactory resolution is not met, the complaint should be brought to the school principal or designee.

Students, parents, guardians and community members who cannot find a resolution to their concern at the school site level may also contact the district's Family and Community Engagement office at (916) 971-7929. Staff there will help identify the issue and facilitate conversations with school site staff to find a proper resolution.

Staff should address concerns to their direct supervisor. Human Resources may also be contacted to help resolve staff concerns.

Concerns related to safety procedures and practices should be addressed to a school's principal and site safety team. The Safe Schools Office is also available for consultation and addressing concerns. The Safe Schools office can be reached at (916) 971-7334.

Concerns meeting the criteria of a Uniform Complaint as detailed in board policy 1312.3 can be brought to the district's legal office at any time. Any complaints meeting the uniform complaint criteria made to any staff member at any time should also immediately be directed to the district's legal office. The legal office can be reached via phone at (916) 971-7110 or via mail at P.O. Box 499, Carmichael, CA 95609.

Additional information can be found in board policy 1312 – Complaints Concerning Schools, administrative regulation 1312 – Complaints Concerning Schools and AR 1312.1 – Complaints Concerning District Employees.

## Dress Code

Choices Charter School follows all state and federal laws as well as district policy regarding student dress codes. Choices Charter School has also implemented additional dress code elements.

### [Board Policy 5132 – Dress and Grooming](#)

*Updated March 29, 2005*

The Board of Education believes that appropriate student dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are appropriate for a K-12 educational environment, and suitable for the specific school activities in which they participate. Students' clothing must not present a health or safety hazard or create a disruption which would interfere with the educational process.

Individual schools may establish additional guidelines for its own students, so long as those guidelines are consistent with board policy and administrative regulations. If a school chooses to adopt guidelines, the principal shall include students, parents, and faculty in the formulation of those guidelines. Guidelines must ensure that the dress code does not single out or discriminate against religious expression or any other protected right. Students and parents shall be informed of the existence of the dress code, any guidelines, and consequences for violations at the time of initial enrollment and at the outset of each school year.

### [Administrative Regulation 5132 – Dress and Grooming](#)

*Updated March 1, 2005*

All students are expected to dress appropriately for a K-12 educational environment. Any clothing that significantly interferes with or disrupts the educational environment, unless protected under the freedom of speech laws, board policy or administrative regulation (see, e.g., BP and AR 5145.2), is unacceptable. Clothing, jewelry and personal items (backpacks, fanny packs, gym bags, water bottles etc.) with language or images that are vulgar, sexually suggestive, discriminatory, or obscene, libelous, or that promote illegal or violent content, such as the unlawful use of weapons, drugs, alcohol, tobacco, or drug paraphernalia, or clothing that contains threats is prohibited. Clothing should fit, be neat and clean, and conform to standards of safety, good taste, and decency. Clothing that exposes cleavage, private parts, the midriff, or undergarments or that is otherwise sexually provocative is prohibited.

Parents of students requiring accommodation for religious beliefs, disability, or other good cause should contact the principal.

Students not complying with this code will be asked to cover the noncomplying clothing, change clothes, or go home. Infractions may result in disciplinary action.

In cooperation with teachers, students and parents/guardians, the principal or designee may establish additional school rules governing student dress and grooming which are consistent with law, Board of Education policy and administrative regulations. These school dress codes shall be regularly reviewed and communicated to students and their parents at the beginning of each school year or whenever modified.

Each school shall allow students to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. Each school site may adopt rules that specify the types of sun-protective clothing that students will be allowed to wear outdoors and specify the types of clothing and hats that may be "inappropriate." (Education Code [35183.5](#))

No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code [49066](#))

Items #1-6 below are optional and may be used as a basis for school-site rules. Schools may also adopt additional site-specific rules so long as those rules are consistent with law, policy and these regulations.

1. Shoes must be worn at all times.
2. Clothing, jewelry and personal items (backpacks, fanny packs, gym bags, water bottles etc.) shall be free of writing, pictures or any other insignia which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice.
3. Hats, caps and other head coverings shall not be worn indoors.
4. Clothes shall be sufficient to conceal undergarments at all times. See-through or fish-net fabrics, halter tops, off-the-shoulder or low-cut tops, bare midriffs and skirts or shorts shorter than mid-thigh are prohibited.
5. Gym shorts may not be worn in classes other than physical education.
6. Hair shall be clean and neatly groomed. Hair may not be sprayed by any coloring that would drip when wet.

Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes.

The principal, staff, students and parent/guardians at each school may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities.

### Campus Ingress and Egress

To ensure a safe school community, Choices Charter School implements practices and procedures for students, staff, parents, guests and community members coming to or leaving the campus.

1. When entering or leaving a school campus, drivers of vehicles shall follow all applicable traffic laws, the directions of school staff and law enforcement officials.
2. Occasionally the school may partner with the district's Safe Schools office and/or local law enforcement to provide traffic monitoring and enforcement of traffic laws if deemed necessary.
3. Students who ride bicycles to school are encouraged to wear appropriate safety helmets and must do so if required by law.
4. Students who walk to or from school should do so in groups or pairs whenever possible. Students who are approached by strangers or observe any concerning behavior must report it to an adult on campus immediately.
5. During a lockdown or shelter-in-place, no one is allowed to enter or leave the campus. The school or district will send a notification to families when the situation has been resolved and provide instructions on student pick-up.
6. Staff shall prominently display their district issued ID at all times while on campus.
7. All visitors shall proceed directly to the school office and register. They will be given a visitors pass that shall be worn at all times. Upon completion of their visit, the visitor shall return to the school office to check-out and surrender their pass. This practice helps ensure staff know who is on campus and that all individuals are accounted for in case of an emergency situation.
8. Any adult on campus who does not display a district issued ID or visitor pass shall be escorted to the school office immediately.

## Safe and Orderly Environment

To ensure a safe school community, Choices Charter School implements practices and procedures for students, staff, parents, guests and community.

### Board Policy 5142 – Safety

*Updated June 1, 1992*

The Governing Board is responsible for ensuring that proper attention is paid to the safety of students.

The Board directs the Superintendent or designee to establish procedures which will ensure as safe an educational environment as possible for students and staff.

Although the district is not liable for the safety of students who are not under school supervision, the school district can, and does, hold students accountable for their behavior from the time they leave their homes for school until they return to their homes from school, in the playgrounds and during recess, and while they are on school premises and/or under supervision of school district personnel.

Principals, teachers and bus drivers are responsible for the conduct and safety of students from the time they come under school supervision until they leave school supervision, whether on school premises or not.

A minor student shall not be permitted to leave school in the custody of a person other than the student's legal parent/guardian unless that person has the verified authorization of the legal parent(s)/guardian(s). Properly authorized law officers may seize or apprehend according to law.

It is the responsibility of the principal to provide for adequate supervision of playgrounds and other school facilities at all times they are in use by students during the school day or at school-sponsored activities. Special attention should be given to the prevention of accidents and to the development of habits of good citizenship.

The principal should make full use of the cooperative services of local and county organizations which provide safety services, such as fire, law enforcement and disaster preparedness agencies.

### Missing Children

Consistent with district efforts to create a safe and secure environment for children and in order to assist in locating missing children, the Board recognizes that all employees of the district must be made aware of the plight of missing children. Each principal shall be responsible for seeing that information on missing children is posted in the school.

In schools maintaining elementary grades, information on missing children shall be posted in areas restricted to adult use only.

### Administrative Regulation 5142 – Safety

*Updated June 1, 1992*

Teachers are responsible for the safety of students on the playground and within the building. Each teacher must be with his/her class on the playground and in the classroom at all times or must make sure that some other staff person is in charge. The following guidelines are, therefore, provided to minimize the occurrence of situations in which staff members may incur liability for their acts and relation to students:

1. Never leave class unattended while students are in room.

2. Never leave class with an unqualified person in charge.
3. Never release a student to the custody of any individual other than those allowed by Governing Board policy or law to remove a student from the campus.
4. Accompany a class wherever it is assigned and remain with it until supervision is assumed by another responsible person.
5. Do not use machinery except for the instructional purpose it was provided.
6. Do not allow students who are especially prone to accident to use dangerous equipment.
7. Organize classroom materials and equipment so as to minimize danger of injury to students and to self.
8. In general, exercise good judgment when assigning tasks to children to prevent bodily harm and damage to property.

### Board Policy 5145.12 – Search and Seizure

*Updated June 25, 2013*

The Governing Board recognizes the benefits to students and staff of a safe educational environment. The Governing Board is fully committed to promoting a safe, caring, and nondiscriminatory school climate and learning environment which is conducive to learning and enables students to feel safe and realize their full potential. To the extent possible, the Governing Board is fully committed to eliminating the possession and use of weapons, illegal drugs, and other controlled substances by students on school premises and at school activities. As necessary to protect the health and welfare of students and staff, school officials may search students, their property, and/or district property under their control and may seize illegal, unsafe, or otherwise prohibited items.

The Board urges that employees exercise discretion and good judgment. When conducting a search or seizure, employees shall act in accordance with law, Board policy, and administrative regulation.

The Superintendent or designee shall ensure that staff who conduct student searches receive training regarding the requirements of the District's policy and administrative regulation and other legal issues, as appropriate.

#### Individual Searches

School officials may search any individual student, his/her property, or District property under his/her control when there is a reasonable suspicion that the search will uncover evidence that he/she is violating the law, Board policy, administrative regulation, or other rules of the District or the school. Reasonable suspicion shall be based on specific and objective facts that the search will produce evidence related to the alleged violation. The types of student property that may be searched by school officials include, but are not limited to, lockers, desks, purses, backpacks, student vehicles parked on District property, cellular phones, or other electronic communication devices.

Any search of a student, his/her property, or District property under his/her control shall be limited in scope and designed to produce evidence related to the alleged violation. Factors to be considered by school officials when determining the scope of the search shall include the danger to the health or safety of students or staff, such as the possession of weapons, drugs, or other dangerous instruments, and whether the item(s) to be searched by school officials are reasonably related to the contraband to be found. In addition, school officials shall consider the intrusiveness of the search in light of the student's age, gender, and the nature of the alleged violation.

Employees shall not conduct strip searches or body cavity searches of any student.

Searches of individual students shall be conducted in the presence of at least two District employees.

The principal or designee shall notify the parent/guardian of a student subjected to an individualized search as soon as possible after the search.

#### Searches of Multiple Student Lockers/Desks

All student lockers and desks are the property of the District. The principal or designee may conduct a general inspection of school properties that are within the control of students, such as lockers and desks, on a regular, announced basis, with students standing by their assigned lockers or desks. Any items contained in a locker or desk shall be considered to be the property of the student to whom the locker or desk was assigned.

#### Use of Metal Detectors

The Board believes that the presence of weapons in the schools threatens the District's ability to provide the safe and orderly learning environment to which District students and staff are entitled. The Board also believes that metal detector searches offer a reasonable means to keep weapons out of the schools and mitigate the fears of students and staff.

The Superintendent or designee shall recommend the use of metal detectors at District schools as necessary to help provide a safe learning environment and shall establish procedures that ensure that metal detector searches are conducted in a uniform and consistent manner that minimizes or eliminates arbitrary and capricious enforcement by school officials. Such detection devices shall be utilized only under the direction of the Superintendent in consultation with legal counsel and site administration. Parents/students will be notified annually regarding the use of metal detection devices.

#### Use of Contraband Detection Dogs

In an effort to keep the schools free of dangerous contraband, the District may use specially trained, nonaggressive dogs to sniff out and alert staff to the presence of substances prohibited by law or Board policy.

The dogs may sniff the air around lockers, desks, or vehicles on District property or at District-sponsored events. Dogs shall not sniff within the close proximity of students or other persons and may not sniff any personal items on those persons without their consent.

### [Administrative Regulation 5145.12 – Search and Seizure](#)

*Updated June 3, 2013*

#### Use of Metal Detectors

The Superintendent or designee shall ensure that the following safeguards are used when making metal detector scans:

1. Before walk-through, students shall be asked to empty their pockets and belongings of metallic objects.
2. If an initial metal detector activation occurs, students shall be asked to remove other metallic objects that they may be wearing (e.g., belt and jewelry) and to walk through a second time.
3. If a second activation occurs, a hand-held metal detector shall be used.
4. If the activation is not eliminated or explained, staff shall escort the student to a private area where an expanded search shall be conducted by a staff member of the same gender as the student in the presence of

another District employee.

5. The search shall be limited to the detection of the cause of the activation.

### Use of Contraband Detection Dogs

Contraband detection dogs shall not be used in classrooms or other District facilities when the rooms are occupied, except for demonstration purposes with the handler present. When used for demonstration purposes, the dog shall be separated from the students and not allowed to sniff any individual.

Prior to conducting an inspection, students shall be asked to leave the room that will be subject to the canine sniff. No student shall be forced to leave personal items behind for inspection, unless school officials have reasonable suspicion to search the item.

Only the dog's official handler shall determine what constitutes an alert by the dog. If the dog alerts on a particular item or place, the student having the use of that item or place, or responsibility for it, shall be called to witness the inspection. If a dog alerts on a locked vehicle, the student who brought the vehicle onto district property shall be asked to unlock it for inspection.

### Notifications

At the beginning of each school year and upon enrollment, the Superintendent or designee shall inform students and parents/guardians about the District's policies and procedures for searches, including notice regarding:

1. The possibility of random searches of students, their belongings, their vehicles parked on district property, and District properties under a student's control, including lockers or desks
2. The District's contraband dog detection program
3. The use of metal detector scans

In addition, the Superintendent or designee shall ensure that signs are posted at all schools at which metal detectors are to be used to explain that anyone may be scanned by metal detector for guns, knives, or other illegal weapons when on campus or attending athletic or extracurricular events.

## School Discipline

### Board Policy 5144 – Discipline

*Updated February 14, 2012*

The Governing Board desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, effective classroom management, and parent involvement can minimize the need for discipline. Staff shall use preventative measures and positive conflict resolution techniques whenever possible. In addition, discipline shall be used in a manner that corrects student behavior without intentionally creating an adverse effect on student learning or health.

Board policies and administrative regulations shall outline acceptable student conduct and provide the basis for sound disciplinary practices. Each school shall develop disciplinary rules to meet the school's particular needs.

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. Persistently disruptive students may be assigned to alternative programs or removed from school in accordance with law, Board policy, and administrative regulation.

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.

The Superintendent or designee shall provide professional development as necessary to assist staff in developing consistent classroom management skills, implementing effective disciplinary techniques, and establishing cooperative relationships with parents/guardians.

### Administrative Regulation 5144 – Discipline

*Updated January 17, 2012*

#### Site-Level Rules

In developing site-level disciplinary rules, the principal or designee shall solicit the participation, views, and advice of one representative selected by each of the following groups:

1. Parents/guardians
2. Teachers
3. School administrators
4. School security personnel, if any
5. For junior high and high schools, students enrolled in the school

Disciplinary strategies provided in Board policy, administrative regulation, and law may be used in developing site-level rules. These strategies include, but are not limited to:

1. Referral of the student for advice and counseling
2. Discussion or conference with parents/guardians
3. Recess restriction
4. Detention during and after school hours
5. In accordance with Board policy and administrative regulation, restriction or disqualification from participation in extracurricular activities
6. Community service
7. Reassignment to an alternative educational environment
8. Suspension and expulsion in accordance with law, Board policy, and administrative regulation

Each school shall file a copy of its rules with the Superintendent or designee. The rules shall be consistent with law, Board policy, and district regulations. The Governing Board may review, at an open meeting, the approved school discipline rules for consistency with Board policy and state law.

Each school shall review its site-level discipline rules at least every four (4) years.

It shall be the duty of each employee of the school to enforce the school rules on student discipline.

#### Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

Corporal punishment does not include any pain or discomfort suffered by a student as a result of his/her voluntary participation in an athletic or other recreational competition or activity. In addition, an employee's use of force that is reasonable and necessary to protect himself/herself, students, staff, or other persons, to prevent damage to property,

or to obtain possession of weapons or other dangerous objects within the control of the student is not corporal punishment.

#### Recess Restriction

A teacher may restrict a student's recess time only when he/she believes that this action is the most effective way to bring about improved behavior. When recess restriction may involve the withholding of physical activity from a student, the teacher shall try other disciplinary measures before imposing the restriction. Recess restriction shall be subject to the following conditions:

1. The student shall be given adequate time to use the restroom and get a drink or eat lunch, as appropriate.
2. The student shall remain under a certificated employee's supervision during the period of restriction.
3. Teachers shall inform the principal of any recess restrictions they impose.

#### Detention After School

Students may be detained for disciplinary reasons up to one hour after the close of the maximum school day.

If a student will miss his/her school bus on account of being detained after school, or if the student is not transported by school bus, the principal or designee shall notify parents/guardians of the detention at least one day in advance so that alternative transportation arrangements may be made. The student shall not be detained unless the principal or designee first notifies the parent/guardian.

In cases where the school bus departs more than one hour after the end of the school day, students may be detained until the bus departs.

Students shall remain under the supervision of a certificated employee during the period of detention.

Students may be offered the choice of serving their detention on Saturday rather than after school.

#### Community Service

As part of or instead of disciplinary action, the Board, Superintendent, principal, or principal's designee may, at his/her discretion, require a student to perform community service during non-school hours, on school grounds, or, with written permission of the student's parent/guardian, off school grounds. Such service may include, but is not limited to, community or school outdoor beautification, campus betterment, and teacher, peer, or youth assistance programs.

This community service option is not available for a student who has been suspended, pending expulsion, pursuant to Education Code 48915. However, if the recommended expulsion is not implemented or the expulsion itself is suspended, then a student may be required to perform community service for the resulting suspension.

#### Notice to Parents/Guardians and Students

At the beginning of the school year, the Superintendent or designee shall notify parents/guardians, in writing, about the availability of District rules related to discipline.

The Superintendent or designee shall also provide written notice of the rules related to discipline to transfer students at the time of their enrollment in the District.

## Roles per Education Code 32282.1

Education Code section 32282.1 encourages schools to provide guidelines for the roles and responsibilities of mental health professionals, community intervention professionals, school counselors, school resource officers and police officer on school campuses if used.

Mental health professionals and school counselors – are utilized in San Juan Unified schools to provide social/emotional and academic student supports. They will interact with students on a routine basis to accomplish their duties. During a time of emergency, these staff members may provide grief counseling or other mental health supports as appropriate to students, staff and other members of the school community. Additional mental health professionals and school counselors will be deployed from other school sites if needed during an emergency situation.

Community intervention or safety specialists – are utilized in San Juan Unified schools to develop supports for students in overcoming barriers to school attendance and success. This may include working directly with students, conducting home visits or implementing supports through community partnerships. In an emergency situation, these staff members may serve liaisons with specific community or school groups.

School resource officers or police officers – serve as responders to immediate safety threats and coordinate with local law enforcement to support student academic growth and success. In Citrus Heights schools, two school resource officers are provided by the city to perform these functions at the direction of the Citrus Heights Police Department. In schools located in non-incorporated county areas, the district operates its Safe Schools programs with contracted off-duty deputies from the Sacramento Sheriff's Department serving at the direction of the Safe Schools program. In an emergency situation, both school resource officers and Safe Schools deputies serve as immediate responders and coordinators with law enforcement.

## Supporting Mental Health Needs

It is San Juan Unified School District's practice to support the mental health needs of students who have witnessed a violent act at any time including, but not limited to, while on school grounds, while going to or from school, during a lunch period whether on or off campus or while going to or coming from a school-sponsored activity.

School counselors provide a first line of support for students. More intensive supports for individual students can be arranged through the district's Multi-tiered System of Supports (MTSS) or by contacting the district's lead counselor. District social-emotional support staff, which include school counselors, school social workers, mental health therapists and school psychologists, will work to connect and support students who need additional mental health counseling.

Our school has access to additional counseling support for large scale incidents by contacting the district's Safe Schools Office.