

**THE SCHOOL OF
ARTS AND ENTERPRISE
COMPREHENSIVE SCHOOL COMPLEX SAFETY PLAN
2021-2022**

Main Campus
295 N. Garey Avenue
Pomona, CA 91767
(909) 622-0699
www.TheSAE.k12.ca.us

DTC (Downtown Center) Campus
300 W. Second Street
Pomona, CA 91766
(909) 620-1196

Middle School Campus
375 S. Main Street
Pomona, CA 91766
(909) 436-1005

A meeting for public input was held on: _____
Plan Revised on: _____
Plan approved by Governing Board: _____

Safety Committee Members

_____, Teacher Representative
_____, Parent of attending student
_____, Classified Employee
_____, Law enforcement-Title
_____, Student, Community Member, or other member desired.

A. Assessment of Current Status of School Crime

Crime Reports of the Area

The following data is taken from www.areavibes.com. The crimes committed are within the city of Pomona, California where The School of Arts and Enterprise campuses are located. The crime totals are for the 2019 calendar year.

Type of Crime	Count
Assault	317
Burglary	534
Rape	66
Motor Vehicle Theft	564
Robbery	223
Theft	1,655
Property Crime	2,754
Violent Crime	615
Grand Total	3,370

According to the annual crime data, the crime rate in Pomona, CA is 18% higher than the average of the whole of the state of California, and when compared with the national average is 35% higher than. When looking at violent crimes, Pomona > CA has 12% higher than violent crime rate than California average, while remaining 29% higher than the national average. In property crimes, Pomona, CA is 19% higher than the California average and is 24% higher than the national average.

VIOLENT CRIMES	PROPERTY CRIMES	CRIMES PER 100,000 PEOPLE
615	2754	3,370

- Over the year, the rate of 3,370 crimes per 100,000 people is higher than in nearby Yorba Linda, CA, Chino Hills, CA, and Placentia, CA areas.

Suspensions for the 2020-2021 School Year:

The School of Arts and Enterprise Middle and High School:

YEAR	TOTAL	PERCENTAGE
Fall 2020	0	0%

YEAR	TOTAL	PERCENTAGE
Spring 2021	0	0%

B. School –Wide Dress Code Prohibiting Gang-Related Apparel

Dress and Grooming Standards

The SAE believes there is a direct correlation between the quality of appearance and a sound and safe educational environment. The SAE has a business and arts theme; students will find that it is to their advantage to cultivate an awareness of appearance and behavior that will allow them to interact harmoniously among people of various demographics in different situations. Because The SAE campuses are located in the Arts Colony, SAE students must also be aware that each is a professional ambassador of the school to the business community.

The dress and grooming guidelines listed below are provided to ensure that each SAE student will receive the maximum benefit from his/her surroundings. Student appearance must be appropriate for the student’s daily activities on campus and the learning environment.

Should student dress or grooming not meet these guidelines, the student may be asked to change out of the offending garment and into "loaner" clothes for the duration of the day, or parents may be called to pick up their child for the day.

- Students are encouraged to dress in a manner that is appropriate and conducive to an active school day.
- Students should be able to wear clothing without fear of actual unnecessary discipline or body shaming.
- The student dress code should serve to support all students to develop a body-positive self-image.

Items listed in the ‘must/may wear’ categories must meet the principles outlined below:

Students MUST wear:

- Top (i.e. shirt, sweatshirt, sweater, etc.)
- Bottom (i.e. pants, shorts, skirts, etc.)
- Clothing that covers specific body parts (genitals, buttocks, midriff, mid to lower chest, and areolae/nipples) with non-transparent or mesh material.
- For safety reasons, The SAE requires that students wear shoes on campus at all times. Sandals must have a heel strap

Students CANNOT wear:

- Pajama style “slippers” or “slides” are not allowed
- Displayed undergarments (undergarments must not show through clothing or been worn on top of clothing)
- Clothes with large or extreme holes or rips in clothing
- Sexually explicit, racist, profane, discriminatory, threatening, libelous or obscene/vulgar clothing
- Clothing, jewelry, slogans, or accessories promoting drugs, alcohol, tobacco, or weapons
- No gang-related jewelry, insignia, colors, styles, paraphernalia, materials, apparel, clothing or attire may be worn or carried on campus or at school activities. Also prohibited are notebooks, manner of grooming, or gesture, which by virtue of its color, arrangement, trademark, vandalism or any other attribute, denotes membership in such a group.
- Clothing or articles of clothing including but not limited to spiked jewelry and pocket chains
- Any clothing that presents a hazard to the safety of self or others
- Hats, skullies, hoods, bandanas, beanies, durags, and sunglasses MUST NOT be worn in the classroom and inside the school campus buildings. Headcovers for religious or cultural purposes are acceptable on campus.
- Hats (or above-mentioned headwear) may not contain gang insignias.

Grooming Standards

- Hair and makeup should not be so unusual as to be distracting. Hair and makeup should not disguise a student so they cannot be recognized. Students can be asked to modify hair and makeup to be recognized.
- Applying makeup, nail polish, hair spray, perfume, etc., in class is prohibited.
- For health and safety reasons, blankets are prohibited on students while on campus.

School Dance Dress Code

Informal dance dress code is the same as the dress code for a regular school day. For formal dances, appropriate clothing is required. Formal attire includes tuxedos, suits, dress pants, collared dress shirt with a tie, dresses or gowns. Clothing must not reveal undergarments. Slits anywhere on the dress cannot be higher than the thumbs when hands are kept at the side. Formal dresses must be mid-thigh or longer. Tuxedos must not be oversized. NO cut-offs, shorts, or sweat suits. **Students not dressed in appropriate formal dance attire will be sent home and no refunds will be given.**

Dress Code for Performing Arts Classes

The School of Arts & Enterprise requires that all student artists wear proper attire to insure focus on work and safety. All student artists should adhere to their specific arts discipline dress code expectations given by the Department. The dress code is required to be followed during all classes, rehearsals and performances. If a student artist needs financial support in fulfilling dress code requirements, the parent/guardian must contact the Department Director for assistance.

C: Procedures to Ensure a Safe and Orderly Environment

Commitment to Safety

The SAE is defined as Main Campus, DTC Campus, Middle School Campus, and any buildings used by the school in the Pomona Arts Colony. The SAE is a closed campus, and is committed to ensuring that a safe environment is maintained for all students. The SAE has a Conditions for Classroom and School Visitation and Removal Policy (“Visitor Policy”) requiring that all visitors sign in at the Main Office and obtain a visitor’s badge that must be worn for the duration of the visitor’s stay on campus. Visitors must also sign out and relinquish their badge before leaving campus. Any visitor without a badge will be asked to leave immediately. Students are also prohibited from loitering in any gallery or hallway that is shared with the general public at the DTC Campus (downstairs backdoor lobby, gallery, etc.). All visitors must comply with the Visitor Policy noted above.

The SAE has a policy of aggressively responding to situations that include, but are not limited to:

- acts of violence
- transport of a weapon to or from school
- possession of a weapon on school grounds
- use or sales of drugs at school
- other crime-related issues

Students involved in any of these activities are subject to disciplinary consequences and will be referred to a hearing panel for possible removal from The SAE. In addition, students and perpetrators may be referred to the Pomona Police for possible criminal prosecution.

Public Displays of Affection

The SAE supports a warm social environment and recognizes that genuine feelings of affection may exist between two students. However, students shall refrain from all Public Displays of Affection (PDA) while on campus or while attending and/or participating in a school-related activity. Being overly affectionate at school can be offensive and is generally in poor taste, taking the focus away from scholastic and artistic learning. The expression of feelings towards one another is a personal concern between the two individuals and thus, should not be shared with others in the general vicinity. PDA can be reported as sexual harassment in certain cases. PDA includes any physical contact that may make others in close proximity uncomfortable or serves as a distraction for themselves as well as innocent onlookers. Some specific examples of PDA includes but is not limited to:

- Kissing
- Fondling
- Lap-Sitting
- Cuddling
- Inappropriate Touching
- Rubbing/Massaging
- Caressing/Stroking/Petting
- Excessive/Extended Hugging

Students caught engaging in such practices are subject to the following consequences:

- 1st Offense – Verbal warning, possible parent contact
- 2nd Offense – Parent contact, detention with Administrator (60 minutes)
- 3rd Offense – Behavior Contract, parent conference, school Counselor referral, Administrator detention (120 minutes)
- 4th or more Offense – Parent notification of contract breach, Administrator consequences

Senior Pranks

The SAE does not approve of senior pranks, of any type. All students, regardless of their grade-level, who are involved in the carrying out of pranks, do so fully understanding the risk of disciplinary action and/or criminal charges if their actions are disruptive of instruction, destruction, malicious, or harassing, especially if they target an individual. Any theft of school property will also be prosecuted.

Sale of Outside Items

The sale of any items outside the parameters of school fundraising (such as slime, hair bows, candy, etc.) is prohibited on campus. All items will be confiscated from the student, and parents will be notified of the violation.

Vandalism and Tagging

Art without permission is vandalism. The SAE does not condone any type of graffiti or tagging that vandalizes, destroys, or in any way alters public or private property without the consent of the property owners. As stated in the student handbook, consequences of vandalism may include possible police notification and arrest, 2-5 days of suspension, parents/legal guardian notification, due process hearing, possible dismissal from The SAE, and payment for damages. Tagging tools/implements will be confiscated.

Parents/legal guardians, please take time to explain The SAE's commitment to safety. Point out to your student(s) that a poor decision now can have a lifelong impact. Tell them that we support them and that they need not be

intimidated by other students' behavior. Please inform us if you hear of activities that sound like they might lead to inappropriate behavior and/or violence. Join us in our continual effort to make the safety of our school a top priority.

Restorative Justice

Restorative Justice (RJ) is a set of principles and practices employed by The SAE to build community and respond to student misconduct. The goal is to repair harm and restore relationships between those impacted. Students, families, faculty, and community members are encouraged to attend restorative circles. The RJ program works to lower suspension and expulsion rates while simultaneously fostering positive school climates. Restorative Justice research proves that it helps achieve the goal of eliminating racially disproportionate discipline practices.

D. Discrimination and Harassment Policy

Title IX, Harassment, Intimidation, Discrimination & Bullying

The SAE believes all students have the right to a safe and civil learning environment. Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, The SAE prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campuses, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means, consistent with this policy.

As used in this policy, "discrimination, harassment, intimidation, and bullying" describe the intentional conduct, including verbal, physical, written communication, or cyberbullying, that is based on the actual or perceived characteristics of disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status and citizenship status, religion, sexual orientation, childbirth or related medical conditions, marital status, age or association with a person or group with one or more of these actual or perceived characteristics. In addition, bullying encompasses any conduct described in the definitions set forth in this policy. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, The SAE will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated and/or bullied, and will take action to investigate, respond, and address any reports of such behaviors in a timely manner. The SAE staff who witness acts of discrimination, harassment, intimidation, and bullying will take immediate steps to intervene, so long as it is safe to do so.

Moreover, The SAE will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with which The SAE does business, or any other individual, student, or volunteer. This policy applies to all employee, student, or volunteer actions and relationships, regardless of position or gender. The SAE will promptly and thoroughly investigate any complaint of such misconduct prohibited by this Policy and take appropriate corrective action, if warranted.

Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator:

Jon Gundry
Executive Director
(909) 622-0699

Definitions

Prohibited Unlawful Harassment

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

Prohibited Unlawful Harassment under Title IX

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

The SAE is committed to providing an educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action.

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

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

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults and
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body
- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience
 - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct
 - Subjecting or threats of subjecting a student to unwelcome sexual attention or conduct or intentionally making the student's academic performance more difficult because of the student's sex
- Sexual or discriminatory displays or publications anywhere in the educational environment, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the educational environment

- Reading publicly or otherwise publicizing in the educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic, and
- Displaying signs or other materials purporting to segregate an individual by sex in an area of the educational environment (other than restrooms or similar rooms)

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

Prohibited Bullying

“Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence, sexual harassment, harassment, threats, or intimidation, or creates an intimidating and/or hostile educational environment, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
2. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable student to experience substantial interference with his or her academic performance.
4. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the SAE.

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

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

1. A message, text, sound, or image.
2. Taking pictures and/or recordings of students, staff, or guests without their knowledge and/or permission.
3. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of “bullying,” above.
 - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “False profile” means a profile of a fictitious pupil or a

profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

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

Bullying and Cyberbullying Prevention Procedures

The SAE has adopted the following procedures for preventing acts of bullying, including cyberbullying.

1. Cyberbullying Prevention Procedures

The SAE advises students:

- a. To never share passwords, personal data, or private photos online.
- b. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- c. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- d. To consider how it would feel receiving such comments before making comments about others online.

The SAE informs The SAE employees, students, and parents/guardians of The SAE’s policies regarding the use of technology in and out of the classroom. The SAE encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

2. Education

The SAE employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. The SAE advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at The SAE and encourages students to practice compassion and respect each other.

The SAE educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other pupils based on protected characteristics.

The SAE’s bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type

behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

The SAE informs The SAE employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

3. Professional Development

The SAE annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other The SAE employees who have regular interaction with pupils.

The SAE informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

The SAE also informs certificated employees about the groups of students determined by The SAE, and available research, to be at elevated risk for bullying. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth (“LGBTQ”) and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

The SAE encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for The SAE’s students.

Grievance Procedures

Reporting

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

All other members of the school community, including parents/guardians, volunteers, visitors, who have witnessed such prohibited misconduct and students who have witnessed such prohibited misconduct or believe they have been subject to misconduct prohibited by this Policy are encouraged to immediately report any act that may be a violation of this policy to the Coordinator:

Jon Gundry
Executive Director, (909) 622-0699

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil

Rights.

While submission of a written report is not required, the reporting party is encouraged to use the report form available in the Main Office. However, oral reports shall also be considered official reports. Reports may be made anonymously, but formal disciplinary action cannot be based solely on anonymous information.

Students are expected to report all incidents of misconduct prohibited by this Policy, including discrimination, intimidation, harassment, bullying, teasing, or other verbal or physical abuse. Any student who feels she/he is a target of such behavior should immediately contact a teacher, counselor, Executive Director, the Coordinator, a staff person or a family member so that she/he can get assistance in resolving the issue consistent with this Policy.

The SAE acknowledges and respects every individual's rights to privacy. To that end, consistent with legal requirements, all reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

The SAE prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter's filing of a complaint or the reporting of violations of this policy. Such participation shall not in any way affect the status, grades or work assignments of the reporter.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

Investigation

Upon receipt of a report of harassment, intimidation, or bullying from a student, staff member, parent, volunteer, visitor or affiliate of The SAE, the Coordinator or designee will promptly initiate an investigation.

At the conclusion of the investigation, the Coordinator or designee will notify the complainant of the outcome of the investigation. However, in no case may the Coordinator or designee reveal confidential student information related to other students or employees, including the type and extent of discipline issued against such students or employees.

Complaints shall be investigated and resolved within thirty (30) school days, unless circumstances reasonably require additional time. If the Coordinator, or administrative designee determines that an investigation will take longer, he or she will inform the complainant and any other relevant parties and provide an approximate date when the investigation will be complete.

All records related to any investigation of discrimination, harassment, intimidation or bullying will remain in a secure location in the Main Office of The SAE.

In those instances, when the complaint filed under this policy also requires investigation under the Uniform Complaint Procedures, such investigation will be undertaken concurrently.

Appeal

Should the Complainant find the Coordinator's or designee's resolution unsatisfactory, he/she may within five (5) school days of the date of resolution, file an appeal with the Designated Appeals Committee. In such cases, at least three (3) certificated School employees who are unfamiliar with the case and who have been previously designated and trained for this purpose shall be assembled to conduct a confidential review of the Complainant's

appeal and render a final disposition.

False Accusations/Allegations

False accusations/allegations do not have a place at The SAE and can constitute a form of bullying and/or harassment. Students who knowingly falsely report a crime or school infraction against another student, staff member, or guest of The SAE will be subject to disciplinary action and in some cases, may be subject to legal action.

Consequences

Students who engage in discrimination, harassment, intimidation or bullying may be subject to disciplinary action, up to and including suspension and/or expulsion, as outlined in the Student Discipline Policy of The SAE.

Hate Crime and Bigotry

Hate crimes are considered to be any criminal act committed against an individual or the school motivated by bigotry based on race or ethnicity, color, religion, ancestry, nationality, national origin, political affiliation, gender, sexual orientation, age or disability or association with a person or group with one or more of these actual or perceived characteristics.

Bigotry includes, but is not limited to slurs or name-calling, violence, and threats of violence based on race or ethnicity, color, religion, ancestry, nationality, national origin, political affiliation, gender, sexual orientation, age or disability or association with a person or group with one or more of these actual or perceived characteristics. Hate crimes and bigotry will be addressed by school staff and may result in disciplinary action, dismissal from The SAE, and a police report.

D. Suspension/Expulsion Policies and Procedures

Suspension and Expulsion

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at The SAE. The full Policy and the procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason can be found at The Main Campus Front Office.

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

Serious offenses include:

1. Defiance of or disrespect for authority
2. Fighting/Horseplay
3. Profanity

4. Vandalism
5. Theft or cheating
6. Sexual harassment
7. Possession of any weapon, tobacco, controlled substance or explosive device.
8. Intimidation
9. Severe acts of disobedience may result in suspension or a recommendation for expulsion.

A. Grounds for Suspension and Expulsion of Students

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

B. Enumerated Offenses

1. **Discretionary Suspension Offenses** Students may be suspended for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
 - g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall only apply to pupils in any of grades 9 to 12, inclusive.
 - l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
 - m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this Policy, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases For purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by The SAE.
2. "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
 - w) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

1. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
 - a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
 - b) Brandishing a knife at another person.
 - c) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
 - d) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.

2. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
 - g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.-No longer valid Pursuant to SB 419 (2019), EC § 48901.1: Effective July 1, 2020
 - l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
 - m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
 - n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
 - o) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by The SAE.
 - 2. “Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web

- site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
- (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - u) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
 - v) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.
4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.
 - b) Brandishing a knife at another person.
 - c) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
 - d) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.

If it is determined by the Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

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

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

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or the Executive Director’s designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Executive Director or designee.

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

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed ten (10) consecutive school days per suspension. Upon a recommendation of expulsion by the Executive Director or Executive Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Executive Director or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

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

A student may be expelled either by the Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of an Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil nor a member of the Charter School Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

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

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

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

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

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

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

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five (5) days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or

influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm.

The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

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

G. Record of Hearing

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

H. Presentation of Evidence

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

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

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

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

I. Expulsion Decision

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

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the pupil shall immediately be returned to their previous educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

J. Written Notice to Expel

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

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

K. Disciplinary Records

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

L. No Right to Appeal

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

M. Expelled Pupils/Alternative Education

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

N. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as

developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

O. Readmission

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

P. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Q. Involuntary Removal for Truancy

As charter schools are schools of choice and as a charter school pupil who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's board adopted Attendance Policy for truancy and only after the Charter School follows the requirements of the Attendance Policy and only in accordance with the policy described above which requires notice and an opportunity for a Parent/Guardian/Educational Rights Holder to request a hearing prior to any involuntary removal.

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

1. Notification of SELPA

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

2. Services During Suspension

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

3. Procedural Safeguards/Manifestation Determination

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

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

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

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

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the hearing officer shall determine whether the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

5. Special Circumstances

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

The Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

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

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

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline.

The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

E. Notice to Teachers of Dangerous Pupils

The Charter School shall notify teachers of each pupil who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code section 49079 and the corresponding enumerated offenses set forth under the Suspension and Expulsion Procedures.

F. Child Abuse and Neglect Reporting Procedures

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

The SAE will provide annual training on the mandated reporting requirements, using the online training module provided by the State Department of Social Services, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars (\$1,000), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment.

The SAE Online Crisis Intervention Procedures

This intervention plan serves as a guide for staff should they encounter a possible crisis intervention incident while interacting with students or if a message is received by a student/ guardian using our online platforms. Teachers should contact Administration as soon as they become aware of a possible online crisis. While waiting on a response from the site administrator, do not hesitate to take appropriate actions outlined in this guide or based on previous training. Our top priority is the safety and security of our students and time is precious.

Suspected Child Abuse (Guidance is similar previous training and experience, this serves more as a reminder to what teachers control in the case of an online situation)

- Gather all the details:
This is not an investigation, but pertinent information is needed to report
 - Who is making the claim? What are they stating?
 - When did the incident take place?
 - Why is the claim/ information being shared?
 - Where is the student now? Are they alone? Is anyone with the student?

- Assess the situation- Is this suspected child abuse? Is the child in immediate danger?
 - Immediate danger → Call 911 immediately, provide all the necessary details
Examples of an immediate emergency, student reports they are planning to kill themselves and they have a plan, claims they are being abused and are afraid to be at home, student's parents or someone in the home is the abuser and DCFS may take longer than 24hrs to respond
 - Notify Admin (consult to see if/when parent notification takes place)
 - Contact local agencies for suspected child abuse
-LA County DCFS Child Protective Hotline (800) 540-4000
24 hours a day, 7 days a week
- Not an emergency but still reportable information?
 - Notify Admin
 - Contact local authorities non-emergency line
 - Pomona PD line (909) 622-1241
 - Non-emergency child abuse report <https://mandreptla.org/cars.web/>
 - Follow-up with Admin for next steps

Why Report?

- Teachers are mandated reporters
- Community members have an important role in protecting children from abuse and neglect.
- The life of a child may be saved if community members become involved and report cases of suspected child abuse.
- The law requires certain professionals to report suspicion and/or knowledge of child abuse, which includes physical abuse, sexual abuse, neglect and cases of severe emotional abuse that constitute willful or unjustifiable punishment of a child

Most importantly inform your school Administrators in case additional support or guidance after reporting is needed. The Administrator may also have the teacher contact one of the counselors, so they can coordinate a postvention plan of support.

Suicidal Ideation or Suicidal Attempt

- Normally teachers would inform the parent/guardian to provide immediate supervision and support, **but unless it is confirmed that the parent is NOT the trigger**, teachers will need to inform law enforcement to conduct a welfare check on the student
- After contacting law enforcement, contact the site Administrator, and if parent/guardian is NOT the trigger, immediately contact the parent. Make sure parent/guardian or someone is home with the student while awaiting law enforcement. This may not always be a smooth transition, but we do have an obligation to inform parents of the safety of their child.
- Administrator should also inform student's mental health provider and school counselor regarding a follow up plan

Missing Child Report

- When teachers are notified by a peer or guardian that a student may be missing, here are the actions they can take for support
 - Questions to ask:
 - Are the police informed? (If they are not, have family reach out to their local law enforcement immediately, there is no waiting period to file a report for a missing person especially a child)
 - When was the last time you heard from the missing child?
 - What were they wearing?
 - Who were they with?
 - How can we (the school) help?
 - If the family reaches out, thank them for confiding in you.
 - Inform Administration of all the details.

Cyberbullying

Follow guidance already outlined in our Student and Parent Handbook 2021-22 regarding bullying and intervention. As a reminder, teachers should inform Administration as they become aware of any cyberbullying content.

- Gather all pertinent information. Who is the target? Who is the bully? What is being said?
- Administrator will reach out to parents/guardians of the target and the suspected bully. Have parents talk to their child and remind them of the expectations of using online platforms.
- Administration will address the concern and investigate in accordance with policies and procedures.

G. Campus Search & Seizure Policy

The SAE recognizes and has determined that the occurrence of incidents, which may include the possession of firearms, weapons, alcohol, controlled substances, or other items of contraband prohibited by law, or The SAE rules and regulations, jeopardizes the health, safety, and welfare of students and The SAE employees. Incidents that jeopardize the health, safety, and welfare of students and The SAE employees may necessitate the search of students and their property, student use areas, and/or student automobiles. This search may necessitate the seizure of any illegal, unauthorized, or contraband materials in the search.

The California Constitution requires that all students and staff of public schools have the inalienable right to attend campuses that are safe, secure, and peaceful. As such, The SAE adopts this policy outlining the search of students and their property, student use areas and/or student automobiles and the seizure of illegal, unauthorized or contraband materials in the search.

Notice

Written notice of this policy shall be provided to students and their parents and/or guardians at the commencement of each school year and upon enrollment during the school year.

This policy shall also be placed in the Student Handbook and other materials, as appropriate, to be disseminated by The SAE to students, parents and/or guardians and The SAE employees. In addition, The SAE shall place signs and/or other posted notifications on campus regarding this policy, as appropriate.

Student Searches

A student's person and/or personal effects (e.g. backpack, purse, etc.) may be searched if a school official has

reasonable suspicion that the student has violated or is violating either the law or The SAE rules and regulations, including, but not limited to: possession of illegal, unauthorized or contraband materials, which are dangerous to the health or safety of students or school personnel, are disruptive or potentially disruptive, or which have been cited as unauthorized in school rules or regulations.

Articulate facts must support a school official's reasonable suspicion that a search is justified. In no case shall a search be conducted if predicated on mere curiosity, rumor or hunch.

Any search of a student and/or their personal effects shall be conducted by a school official of the same gender as the student, and in the presence of another adult witness. The extent or scope of the search shall be reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the pupil and the nature of the infraction. For example, if a school official has reasonable suspicion to believe that a student has on his or her person an item imminently dangerous to the student or others, a more intrusive search of the student's person may be conducted.

In no case shall school officials conduct a strip search. These types of searches are prohibited by law and require a student to remove or arrange some or all of their clothing, and undergo the inspection of parts of the student's body. A search of a group of students where no particular student within the group is suspected may be conducted only if there is reasonable suspicion of conduct imminently dangerous to students, others or school property.

Student Use Areas

Student use areas, including, but not limited to, instructional and recreational space, are school property and remain at all times under the control of The SAE. However, students shall assume full responsibility for the security and condition of these areas. Periodic general inspections of instructional space and other areas of the school may be conducted by school officials for any reason at any time without notice.

Metal Detectors

Metal detectors may be used to search a student's person and/or personal effects whenever a school official has reasonable suspicion to believe that the student is in possession of a weapon. A school official must conduct the search.

Metal detectors, such as metal detection wands or other metal detection devices, may be used to search a student's person and/or personal effects whenever a school official has reasonable suspicion to believe that the student is in possession of a weapon or in the context of a random search to maintain and protect the safety, security, and peace of students and The SAE employees. An SAE school official must conduct the search.

- 1) The following procedures shall be followed when using metal detectors to conduct random searches of students: Searches involving metal detectors shall be minimally intrusive and involve the use of neutral criteria for selection.
- 2) Before walk-through, students shall be asked to empty their pockets of metallic objects.
- 3) If an initial activation occurs, students shall be asked to remove other metallic objects they may be wearing (e.g., belt and jewelry) and to walk through a second time.
- 4) If a second activation occurs, a hand-held metal detector shall be used.
- 5) Metal detectors shall not touch students during the search and students will only be required to open pockets or jackets if the wand is triggered.
- 6) If the activation is not eliminated or explained, staff shall escort the student to a private area.
- 7) In the private area, an expanded search shall be conducted by a staff member of the same gender as the student, in the presence of another employee.
- 8) The search shall be limited to the detection of weapons.

Canine Inspections

School officials, including campus security or school police/resource officers, may use trained detection dogs in inspections for illegal, unauthorized or contraband materials in school facilities, grounds, and school parking lots. All dogs must be accompanied by a qualified and authorized trainer who will be responsible for the dog's actions and who can verify the reliability and accuracy in sniffing out contraband. Trained detection dogs may sniff lockers, student motor vehicles or other inanimate objects throughout school property. Such inspections are not considered searches and do not require reasonable suspicion.

An indication by the dog that illegal, unauthorized or contraband materials are present on school property shall constitute reasonable suspicion, authorizing school officials to search the locker, vehicle, or other inanimate object and closed containers and objects within, without securing the consent of the student.

Dogs may not be used for random searches of students or other persons. Dogs may not be used to sniff the person of students, nor objects within their immediate control, such as backpacks, purses and outer garments, without reasonable suspicion preceding such a search.

Lockers

Student lockers, including P.E. lockers, are school property and remain at all times under the control of The SAE. Students shall assume full responsibility for the security of their lockers. Student lockers may not be used to store illegal, unauthorized, or contraband materials.

The acceptance and use of locker facilities on school campus by any student shall constitute consent by the student to the search of such locker facilities by authorized school personnel and/or law enforcement. Inspections of lockers may be conducted by school personnel and/or law enforcement though the use of trained dogs as described above. These inspections shall not be arbitrary, capricious, or discriminatory. Either all lockers must be inspected or the lockers to be inspected must be randomly selected.

Vehicles

Students are permitted to park on school premises. However, any public school ground utilized by any student contained therein or any other area that may be set aside for the personal use of the students remains under the exclusive control of The SAE. As such, student vehicles may not be used to store illegal, unauthorized, or contraband materials.

The acceptance and use of the parking facilities for privately owned vehicles on school campus by any student shall constitute consent by the student to the search of such vehicles by authorized school personnel and/or law enforcement.

If a school official has reasonable suspicion based on articulable facts for suspecting that the student has violated or is violating either the law or The SAE rules and regulations, including, but not limited to, possession of illegal, unauthorized or contraband materials. Students may not drive in between campuses for Walk-Over purposes.

The SAE retains the authority to patrol and inspect student parking lots and student use areas at any time though the use of trained detection dogs. Such inspections are not considered searches and do not require reasonable suspicion. These inspections shall not be arbitrary, capricious, or discriminatory. Either all vehicles must be inspected or the vehicles to be inspected must be randomly selected. An indication by the dog that illegal, unauthorized or contraband materials are present on school property shall constitute reasonable suspicion, authorizing school officials to search the area or other inanimate object and closed containers and objects within, without securing the consent of the student.

Seizure of Illegal, Unauthorized, or Contraband Materials

If a lawfully conducted search yields illegal, unauthorized, or contraband materials, such materials shall be turned over to the proper legal authorities for ultimate disposition.

Discipline

If illegal, unauthorized or contraband materials are discovered through the use of a trained detection dog, school off

The School of Arts and Enterprise Progressive Discipline Matrix

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Tier I: Teacher Intervention		
Student Behavior	Intervention Options	Follow-up
<p>Examples</p> <p>Lack of materials, supplies</p> <p>Submission of incomplete assignments/no assignments</p> <p>Not sitting in assigned seat/consistently gets up from assigned seat</p> <p>Lack of classroom participation/pattern of fails beginning to emerge</p> <p>Poor attendance</p> <p>Tardiness</p> <p>Dress code violations/PE non-suits</p> <p>Not following classrooms rules</p> <p>Mild defiance and/or Disrespect</p> <p>Not following classroom rules</p> <p>Chewing gum in classroom</p> <p>Cheating (set class policy)</p> <p>Using or having cell phone, iPod, MP3, PSP, etc. in class without teacher permission</p> <p>Disrupting class</p> <p>Throwing non-dangerous items</p> <p>Mild horseplay</p> <p>Harassment (singular event)</p>	<p><u>Classroom Expectations</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Clarify Cellphone/Technology expectations <input type="checkbox"/> Clarify participation expectations <input type="checkbox"/> Develop Classroom Agreements <p><u>Behavior Support</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Group with positive peer(s) <input type="checkbox"/> Whole Class Circles <input type="checkbox"/> Teambuilding <input type="checkbox"/> Differentiated Seating <input type="checkbox"/> Short Breaks (In-Class) <input type="checkbox"/> Short Breaks (Out of Class) <p><u>Instruction Delivery</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Check for Understanding <input type="checkbox"/> Repeat Instructions (Orally/Written/ Visually) <input type="checkbox"/> Provide Visual of Instructions <p><u>Lesson Support</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide cloze notes <input type="checkbox"/> Break down instructions <p><u>Parent/Student Communication Logged in PowerSchool</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher-Student Conferences <input type="checkbox"/> Parent/Guardian Phone Calls <input type="checkbox"/> Parent Square messages <p><u>Student Monitoring</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Monitor absences/attendance <input type="checkbox"/> Update PowerSchool log entries for behavior, consequences and administrative referral if needed 	<p>Establish a good rapport with student and parent contact is crucial to intervening in behavior problems.</p> <p>Set up a conference with the parent/guardian. During the conference let the parent/student know the classroom rules and establish monitoring system.</p> <p>Call parents/guardians to follow up with student behavior after the initial parent/guardian meeting/phone call.</p> <p>Collaboration with case carrier (as needed)</p> <p>Periodic monitoring (academically or behaviorally)</p> <p>Feedback with student/positive feedback (when applicable)</p>

When intervention options in Tier I have been exhausted and the student has not made progress within a reasonable amount of time, refer to Tier II:

Tier II: Counselor/Administrative Intervention		
Student Behavior	Intervention Option	Follow-up
<p>Multiple referrals from singular/multiple teachers</p> <p>Patterns of underachievement in academics through multiple courses</p> <p>Possible learning problems observed and evident</p> <p>Patterns of poor attendance/tardies/truancy</p> <p>Social/Emotional circumstances affects academic and student behavior</p> <p>Repeated bullying</p> <p>Repeated harassment</p> <p>Personal grooming deteriorates</p> <p>Visible scars from cuts/buries on arms</p>	<p>Interventions Include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Small Group Delivery and Progress Monitoring <input type="checkbox"/> Stress Management <input type="checkbox"/> Coping Strategies <input type="checkbox"/> Counseling Intern Support <input type="checkbox"/> Self-Awareness <input type="checkbox"/> <u>Self Management (i.e. Impulse Control)</u> <p>Attendance monitoring</p> <p>Administrative Interventions Include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Phone call home regarding behavior <input type="checkbox"/> Assign detention <input type="checkbox"/> Confiscation of electronic material/devices <input type="checkbox"/> Behavior/Academic contract <input type="checkbox"/> Coping Strategies <input type="checkbox"/> Counseling Intern Support <input type="checkbox"/> Self-Awareness <input type="checkbox"/> Restorative Justice Interventions 	<p>Continue counseling with students (s)</p> <p>Continue phone contact with parent/guardian</p> <p>Continue conferencing parents</p> <p>Consult with teachers</p> <p>Keep log on the interventions and progress</p> <p>Conduct class visits/observations</p> <p>Collaboration with case carrier as needed</p> <p>Periodic Monitoring</p> <p>Feedback with student (PBIS)</p>

When intervention options in Tier II have been exhausted and the student has not made progress within a reasonable amount of time, refer to Tier III:

Tier III: Administrative Intervention		
Student Behavior	Intervention Option	Follow-up
<p>Multiple referrals from teachers/counselor for chronic problems: defiance, poor attendance, tardiness, fighting, verbal confrontations, bullying, harassment, cheating</p> <p>Dangerous situations</p> <p>Illegal activities</p> <p>Slurred speech/bloodshot eyes</p> <p>Vandalism</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Phone call home regarding behavior <input type="checkbox"/> Refer students to school counseling/SEL counseling <input type="checkbox"/> Confiscation of electronic material/devices <input type="checkbox"/> Behavior/Academic contract <input type="checkbox"/> Coping Strategies <input type="checkbox"/> Referral for SST <input type="checkbox"/> Restorative Justice Interventions <input type="checkbox"/> Assign detention <input type="checkbox"/> Suspension/expulsion <input type="checkbox"/> In-School suspension <input type="checkbox"/> Invite parent/guardian for classroom observation <input type="checkbox"/> Referral to outside agency 	<p>Continue counseling with students (s)</p> <p>Continue phone contact with parent/guardian</p> <p>Continue conferencing parents</p> <p>Consult with teachers</p> <p>Consult with campus security</p> <p>Consult with city police</p> <p>Keep log on the interventions and progress</p> <p>Conduct class visits/observations</p>

H. State/National Emergency Guidance

The SAE will follow all recommendations issued by the California Department of Education, California Department of Public Health, California Division of Occupational Safety and Health, and Los Angeles County of Education, and develop procedures for the safety of our students and staff.

COVID-19 Safety Procedures

Temperature Screening

In light of the novel coronavirus (“COVID-19”) health emergency, The SAE shall follow the below procedures for temperature screening, as necessary, in accordance with all applicable law and state and local health orders to prevent the spread of COVID-19.

The Centers for Disease Control and Prevention (“CDC”) recognizes fever as a symptom of COVID-19. As a result, and in accordance with guidance from the Center for Disease Control (“CDC”), the California Department of Education (“CDE”) and the California Department of Public Health (“CDPH”), **when necessary**, all students must submit to a noninvasive temperature screening prior to entering any Charter School resource center or administrative offices. Temperature screenings shall be administered in accordance with the following criteria:

- The Charter School shall utilize a noninvasive forehead temperature scanning device
- Individuals who administer temperature screenings shall be appropriately trained in using the device and interpreting the results.
- Individuals who administer temperature screenings shall be provided appropriate personal protective equipment (“PPE”), including gloves and masks.
- Students and vendors must wear a mask over their mouth and nose while receiving a temperature scan.
- All temperature results shall remain confidential and no personnel records shall be created based on a temperature screening.

Students who present with an elevated temperature of 100 degrees Fahrenheit or greater will be sent home and shall be excluded from all Charter School facilities for a minimum of one (1) day. They must be fever free for 24 hours without medication. Students who present signs and symptoms of COVID will be excluded from the school facilities for a minimum of ten (10) days. Students may return to a Charter School facility only if they submit a certification from a health care provider establishing that they do not have COVID-19.

Masks

- Masks are required by all students, staff, teachers, and visitors while on campus, indoors
- Appropriate and consistent use of masks is most important when students, teachers, and staff are indoors and when social distancing is difficult to implement or maintain.
- Individuals should not touch the face covering or mask while in use

Modified Layouts

- Space seating/classroom desks should be positioned for maximum number of students
- Turn desks to face in the same direction (rather than facing each other), or have students sit on only one side of tables, spaced apart when available.
- Modify learning stations and activities as applicable so there are fewer students per group, placed at least 6 feet apart if possible.

Hand hygiene and respiratory etiquette

- Encourage students and staff to wash hands frequently with soap and water for at least 20 seconds and increase monitoring to ensure adherence among students and staff.
- Encourage staff and students to cover coughs and sneezes with a tissue. Used tissues should be thrown in the trash and hands washed immediately with soap and water for at least 20 seconds.
- If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol should be used on campus

Adequate supplies

The SAE supports healthy hygiene behaviors by providing adequate supplies, including soap and water, hand sanitizer with at least 60% alcohol, paper towels, tissues, disinfectant wipes, masks (as feasible) and no-touch trash cans

Signs and messages

- COVID Safety procedures and hand washing techniques are posted in highly visible locations (e.g., school entrances, restrooms) that promote everyday protective measures and describe how to stop the spread of germs (such as by properly washing hands and properly wearing a mask).
- Signs include visual cues (such as clear, easy-to-understand pictures demonstrating the healthy behaviors) at the appropriate reading and literacy level

Designated COVID-19 point of contact

The SAE authorizes the following positions as COVID-19 Points of Contact:

- Principals
- Assistant Principal
- Chief Officer of Accountability
- Office Manager

Physical Barriers and Guides

- Installed physical barriers, such as sneeze guards and partitions, particularly in areas where it is difficult for individuals to remain at least 6 feet apart (e.g., reception desks)
- Recommended social distancing 6ft

Shared Objects

- Discourage sharing of items that are difficult to clean or disinfect.
- Keep each student's belongings separated from others' and in individually labeled containers, cubbies, or areas.
- Ensure adequate supplies to minimize sharing of high touch materials to the extent possible (e.g., assigning each student their own art supplies, equipment) or limit use of supplies and equipment by one group of students at a time and clean and disinfect between use.
- Avoid sharing electronic devices, books, and other games or learning aids.

Cleaning and Disinfection

- Clean and disinfect frequently touched surfaces (e.g., door handles, sink handles, drinking fountains) within the school at least daily or between use as much as possible. Use of shared objects (e.g., gym or physical education equipment, art supplies, games) should be limited when possible, or cleaned between use.
- Develop a schedule for increased frequency of routine and disinfection.
- If transport vehicles (e.g., buses) are used by the school, drivers should practice all safety actions and protocols as indicated for other staff (e.g., hand hygiene, masks). To clean and disinfect school buses or other transport vehicles.

Feeling Sick

- Staff and students should stay home if they have tested positive for or are showing COVID-19 symptoms.
- Staff and students who have recently had close contact with a person with COVID-19 should also stay home and monitor their health.
- Staff and students will not be permitted on campus if they exhibit symptoms of COVID-19.
- Student needs will be monitored and handled on an individual basis in accordance with Federal, State, and Local mandates and guidance in regard to COVID-19.

I. Disaster Procedures

Overview – What is an Emergency?

An emergency is a duly proclaimed existence of conditions of disaster or extreme peril to the safety of persons or property at The SAE caused by air pollution, fire, flood or floodwater, storm, epidemic, riot, earthquake, intruder or other causes. This may be beyond the control of the services, personnel, equipment and facilities of SAE and require the combined efforts of the City of Pomona or other political subdivisions. School facilities must be prepared to respond to an emergency or traumatic event in an organized and timely manner so that students and staff can continue to function effectively without additional trauma or the development of additional emergencies.

Purpose of Emergency Plan

To effectively handle an emergency, emergency response procedures must be established, and an Emergency Response Team must be organized before an emergency occurs. This School Safety Plan is organized, and all staff members are trained, in order to effectively prepare for maximum safety, efficiency and communication in the event of an emergency.

The Incident Command System (ICS) will be used to manage all emergencies that occur within the school. We encourage the use of ICS to perform non-emergency tasks to promote familiarity with the system. All site personnel must complete training on the School Safety Plan.

Students and parents must also understand that contingency preparation and procedures are necessary and are conducted for their safety and well-being. An overview of the plan will be explained and distributed to parents.

Planning, preparation, and training will help staff personnel learn the proper course of action in an emergency. This plan will provide step-by-step guidelines to help deal with emergencies that may occur. This plan cannot foresee all possible circumstances of an emergency. Staff must be prepared to evaluate all the circumstances and make sound judgments based on the situation. Staff will receive annual training in the emergency response plan.

Drills will be conducted periodically to test the effectiveness of the plan.

Emergency Response Procedures

Objectives

- To provide for action which will minimize injuries and loss of life of students and school and emergency personnel if an emergency occurs during school hours:
- To provide for maximum use of school personnel and school facilities;
- To ensure the safety and protection of our students and school personnel immediately after a disaster;
- To arrange for a calm and efficient plan for parents to retrieve their children from school, should it be necessary, following a disaster.
- To meet these objectives, in the event a disaster should occur when children are in attendance during the SAE school day or an event or activity, SAE staff will respond as follows:

General Expectations

- All staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and events which threaten to result in a disaster.
- **For emergencies, teachers are to remain with their classroom when students are present.**
- Attendance Rosters are the official records of students present on site. At any time that students are evacuated, roll will be taken to identify students who are missing. A roster checklist is included as an appendix to this Plan.
- Your responsibility is to the students assigned to you until released by the Executive Director/designee.
- Each classroom/student assembly room will have an evacuation route posted by the doorway.
- Students and teachers are to remain in their classrooms and await instructions via intercom or 2-Way Radios.
- Teachers and other staff members who have prep periods are to report to the Executive Director or administrative designee to await assignment.
- Other staff members who do not have specific assignments are to remain at their workstations.
- All personnel are to remain in assigned areas until the situation is assessed by the administration and a course of action can be determined.

Disaster Service Workers

Under California law, all public employees are disaster service workers. As such, before beginning employment with the Charter School, employees must take the oath or affirmation required by law. In the event of natural, manmade or war-caused emergencies which result in conditions of disaster or extreme peril to life, property and resources, all school employees are subject to disaster service activities as assigned to them by their supervisors.

Government Code – 3100:

It is hereby declared that the protection of the health and safety and preservation of the lives and property of the people of the state from the effects of natural, manmade, or war-caused emergencies which result in conditions of disaster or in extreme peril to life, property, and resources is of paramount state importance requiring the responsible efforts of public and private agencies and individual citizens. In furtherance of the exercise of the police power of the state in protection of its citizens and resources, all public employees are hereby declared to be disaster service workers subject to such disaster service activities as may be assigned to them by their supervisors or by law.

Use of School Facilities

The Board shall grant the use of school buildings, grounds and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services it deems necessary to meet the community's needs.

Fire Evacuation

Fire Drills:

A fire drill occurs whenever the fire alarm has been activated on a date specified. All students, teachers and other employees shall quickly leave the building in an orderly manner. Teachers shall ascertain that no student remains in the building.

Designated evacuation routes shall be posted in each room. Teachers shall be prepared to select alternate exits and direct their classes to these exits in the event the designated evacuation route is blocked. Evacuation areas will be established away from fire lanes. Students are to remain with their teacher in the evacuation area. Teachers shall take their class rosters, take roll once in the evacuation area, and be prepared to identify missing students to administrators and/or designees.

A fire drill shall be held every month (elementary/middle) or every semester (high school). Administrator will log the date, time, and type of drill in the Emergency Drill Record.

Evacuation Procedure:

Once fire alarm sounds, follow the full evacuation procedures listed below. Please use safe judgment regarding evacuation routes. If your given route is blocked by fire, go to the nearest safe route to evacuate the building.

Full Evacuation Procedures:

Main Campus

- **100 classrooms** will exit through their emergency doors into the front parking lot.
- Rooms **107, 108, and 109** will exit out the East door to the basketball court and out the back gate to the parking lot in the back of the school.
- **200 classrooms including the Dance Room and Grub Shack** will exit to the back gate.
- **300 classrooms** will exit out of their emergency doors to the parking lot in the back of the school.
- **Front office** will exit to the front parking lot.

DTC

- **2nd Floor East** evacuate out of the east door into the grass area.
- **2nd Floor West** evacuate out of the west door and walk through the lot to the grass area.
- **Theater and Box Office** evacuate out of the back door and walk to the grass area.
- **Downstairs Digital Labs and Front Office** evacuate out of the gallery doors and walk around to the grass area.

Middle School

Second Floor

- Rooms **201, 202, 203, 208, 209, 210, and Offices** will exit down the main stairwell and

through the front doors of the building to the parking area at DTC

- Rooms **204, 205, 206, and 207** will exit down the back stairwell and through the Emergency Exit door to the parking area at DTC

First Floor

- Rooms **101, 102, and 103** will exit out the front doors of the building to the parking area at DTC
- Rooms **104 and 106** exit out of the back Emergency Exit doors, and around the middle school building to the DTC parking lot.
- Rooms **105 and Cafe** exit out of the front doors to the DTC parking lot.
- **Dance Room** will exit out the Dance room Emergency Exit doors to the parking area at DTC

Teacher Role:

1. Teachers – take a peek out the door prior to exiting. Look and listen - scan the hallway to make sure the pathway is safe to use.
2. Supervise students at all times.
3. Lead students through evacuation route and ensure that all students evacuate the building correctly and quietly. Students should have a line of vision and keep verbal communication with teachers at all times.
4. Have students leave their belongings in the building and walk silently in a single file line as they are evacuating.
5. Take Emergency Binder – please make sure you have rosters in your binders.
6. Close the door, but do not lock it, and lead students outside according to the evacuation plan.
7. Once students are lined up in the evacuation area, take role and hold up your attendance sheet if you have filled it out. Students should remain silent in order to follow teacher and/or administrator directions.
8. Teachers will hold up red or green card once role is taken letting Emergency Response Team know that all students are present (green) or that there is someone missing (red)
9. Emergency Response Team and teachers on planning period will guide students to their designated areas in the parking lot and assist with clearing the building.

Earthquake and Evacuation

Procedure:

As soon as an earthquake is felt, all students and staff must “Drop, Cover, and Hold On” until the shaking stops. Once shaking has stopped listen to announcements regarding evacuation procedures, if evacuation is necessary. If your room is unsafe due to falling debris, please evacuate to a nearby safe room (no evacuation announcement needed), and contact the Incident Commander at your site.

Full Evacuation Procedures:

Main Campus

- **100 classrooms** will exit through their emergency doors into the front parking lot.
- Rooms **107, 108, and 109** will exit out the East door to the basketball court and out the back gate to the parking lot in the back of the school.
- **200 classrooms including the Dance Room and Grub Shack** will exit to the back gate.
- **300 classrooms** will exit out of their emergency doors to the parking lot in the back of the school.
- **Front office** will exit to the front parking lot.

DTC

- **2nd Floor East** evacuate out of the east door into the grass area.
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- **Downstairs Digital Labs and Front Office** evacuate out of the gallery doors and walk around to the grass area.

Middle School

Second Floor

- Rooms **201, 202, 203, 208, 209, 210, and Offices** will exit down the main stairwell and through the front doors of the building to the parking area at DTC
- Rooms **204, 205, 206, and 207** will exit down the back stairwell and through the Emergency Exit door to the parking area at DTC

First Floor

- Rooms **101, 102, and 103** will exit out the front doors of the building to the parking area at DTC
- Rooms **104 and 106** exit out of the back Emergency Exit doors, and around the middle school building to the DTC parking lot.
- Rooms **105 and Cafe** exit out of the front doors to the DTC parking lot.
- **Dance Room** will exit out the Dance room Emergency Exit doors to the parking area at DTC

Teacher Role:

1. Teachers – take a peek out the door prior to exiting. Look and listen - scan the hallway to make sure the pathway is safe to use.
2. Supervise students at all times.
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5. Take Emergency Binder – please make sure you have rosters in your binders.
6. Close the door, but do not lock it, and lead students outside according to the evacuation plan.
7. Once students are lined up in the evacuation area, take role and hold up your attendance sheet if you have filled it out. Students should remain silent in order to follow teacher and/or administrator directions.
8. Teachers will hold up red or green card once role is taken letting Emergency Response Team know that all students are present (green) or that there is someone missing (red)
9. Emergency Response Team and teachers on planning period will guide students to their designated areas in the parking lot and assist with clearing the building.

Emergency Response Team:

Once all students have been evacuated, the Search and Rescue Team for each campus will search and clear the campus.

Once all students, teachers, and staff in the buildings have been evacuated and accounted for to the “command post” (Mrs. Solis or Dr. Nix), students and teachers will be dismissed back to class.

Shelter In Place

- Threat requiring the school and community to remain indoors (external threats such as airborne contaminant or wildfire).

- Turn off air conditioning units and vents.
- Keep students in classroom & building.
- Continue teaching - limit students leaving room for bathrooms to one at a time.

H. Tactical Response Procedures

Lockdown (Stranger or Intruder on Campus)

- Threat requiring the school and community to remain indoors and keep others out of school area (external threats such as police activity in area)
- The signal will be given over the intercom, or other warning device, that there is now in effect a lockdown
 - o Where there are no bells or PA systems, administration or counselors will act as runners to notify staff of lock down
 - o As soon as a decision is made to lock down the school, administration will notify law enforcement using 911 rather than regular police numbers
- If students are in the class at the time of the signal,
 - o Staff will:
 - STOP TEACHING
 - Explain that there is an emergency
 - Lock the classroom doors and turn off lights
 - Keep students silent and off cell phones (attention should be focused on teacher)
 - Close blinds and take any possible precautions to protect others from possible broken glass; and
 - Remain locked in classrooms/offices until advised to move personally by administration or law enforcement officer, or an all clear signal is given
 - o Administration will:
 - Act with security staff to check locks on all exterior doors and classroom doors;
 - Designated person/administrator will coordinate with law enforcement personnel at their command post
 - Make sure that a site map and key set are available to law enforcement officers
 - Be available to deal with the media/press and bystanders to keep site clear of visitors
- If students are not in class at the time of the signal,
 - o Teachers will:
 - Assist administration in moving students to the nearest safe building available
 - Lock doors of room if possible. If lock is on the outside of the door, rubber door stops can be placed behind doors to secure
 - Remain with students to maintain order
 - Keep students in a safe area until advised personally by administration or public safety personnel to move or that there is an all clear signal
 - Avoid, if possible, large open areas such as the dance rooms, theaters, quad areas, or parking lots.
 - o Administration and law enforcement personnel will:
 - Work with staff to move students into the nearest safe building available
 - Act with security staff to check locks on all exterior doors and classroom doors
 - Designated Administrator will coordinate with law enforcement personnel at their command post
 - Make sure that a site map and key set are available to law enforcement personnel
- All-clear signal will:
 - o Be given after consultation with the senior law enforcement officer on scene; and/or
 - o Be a personal notification by the senior administrator. Staff is not to act upon bells or PA messages without this personal notification
- Dissemination of information about procedures:
 - o Staff handbook and discussion at staff meeting
 - o Substitute folders

- o Drill at least once per semester. (Law enforcement will be invited to participate in drills to help monitor and improve performance)

Active Shooter (Report of Weapons Fired on Campus or Near School)

- Threat on campus requiring immediate action to protect students
 - o Notify police department using 911
- Safety is the main concern. Keep everyone in an area under cover and concealed if possible. Stay behind solid walls and doors. Keep away from windows.
- RUN, HIDE, FIGHT
 - o If possible and safe - RUN - take students to evacuation/reunification site off campus
 - o If running is not possible - HIDE - Follow lockdown procedures and barricade doors with anything available (i.e. desks or chairs) and KEEP STUDENTS SILENT
 - o If necessary - FIGHT - use any weapon available inside the classroom (i.e. fire extinguisher, chairs, desks, etc.)

Bomb Threat/Dangerous Device Found

- Evaluate the bomb threat and determine if building evacuation is necessary
- If threat is deemed valid:
 - o Call 911 – advise building is being evacuated because of bomb threat
 - o Activate ERT (Emergency Response Team)
 - Turn off school bell system
 - Do not use PA system
 - Turn off all two-way radios
 - o Dispatch ERT to notify each classroom of the need to evacuate the school.
 - o Conduct a limited search of common areas of school.
 - o In consultation with police/fire officials, determine when it is safe to reenter the school.
- If threat by phone call:
 - o Listen to the message without interrupting the caller
 - o Write down message, noting time of call, background noises, and estimated age of caller
 - o Attempt to ascertain from the caller the type of bomb, where placed, time of detonation, and reason for targeting school
 - o After call has concluded, hang up and immediately lift the receiver and dial *69 (trace)
 - o If caller ID available, note the number from which call was made
 - o Notify the central office
- If threat by writing:
 - o Place threat in an envelope or plastic bag
- Prepare media statement and notice to inform parents

Teacher/Staff Responsibilities

- Upon receipt of notification to evacuate the school, conduct a limited search of classroom(s) to determine if any strange or unknown objects are in the room
- Proceed to pre-designated evacuation point with class
- Take attendance, using red emergency binder (roster)
- Notify ERT of any missing students using red card and notice
- Maintain supervision/control of students
- Do not reenter the building until directed to do so by a ERT member or member in authority

Device Found

- Upon discovery of a suspicious device, immediately send word to administration (incident commander). If the device is found in a classroom with students, immediately, but in an orderly manner, evacuate the classroom. UNDER NO CONDITION ATTEMPT TO TOUCH OR MOVE DEVICE.

Threats To Employees/Students

A threat to any member of the campus community – whether it is to oneself or to another person – is taken with the utmost seriousness by The SAE. These threats can be made personally, but can also be made in a variety of ways – emails, text messaging, letters, through another person, etc. They can also be direct or more subtle.

Individual and Group Safety Information

There is no exact method to predict when a person will become violent. One or more of these warnings signs may be displayed before a person becomes violent, but does not necessarily indicate that an individual will become violent. A display of these signs should trigger concern as they are usually exhibited by people experiencing problems:

- irrational beliefs and ideas
- verbal, nonverbal or written threats or intimidations
- fascination with weaponry and/or acts of violence
- expressions of a plan to hurt himself or others
- externalization of blame
- unreciprocated romantic obsession
- taking up much of supervisor's time with behavior or performance problems
- fear reaction among co-workers/client
- drastic change in belief systems
- displays of unwarranted anger
- new or increased source of stress at home or work
- inability to take criticism
- feelings of being victimized
- intoxicated from alcohol or other substances
- expressions of hopelessness or heightened anxiety
- productivity and/or attendance problems
- violence towards inanimate objects
- stealing or sabotaging projects or equipment
- lack or concern for the safety of others

Reporting Procedures

Emergency Situations: Any employee who believes that there is a serious threat/imminent threat to his/her safety or the safety of others that requires immediate attention should call 911. The employee must also contact his/her immediate supervisor or the Director of the school.

Non-Emergency Situations: Any employee who feels subjected to or witnesses violent, threatening, harassing, or intimidating behavior should immediately report the incident or statement to his/her supervisor or the Director of the school. These threats include threats to others and/or the school.

Threats to Employees/Students

Supervisor Responsibilities: Any supervisor who receives a report of violent, threatening, harassing, or intimidating behaviors shall immediately contact the Director so that he/she may evaluate, investigate, and take appropriate action.

Investigation and Corrective Action

The SAE will promptly investigate all reports or alleged incidents of violent, threatening, harassing or intimidating behavior. This investigation will include contacting appropriate law enforcement agencies.

All students and employees are expected to cooperate fully in all such investigations.

The student(s) suspected of violating this policy may be placed immediately on suspension pending the results of the investigation.

The employee(s) suspected of violating this policy may be placed immediately on administrative leave pending the results of the investigation.

Civil Disturbance or Demonstration

- Avoid provoking or obstructing demonstrators
- Secure your area (doors, safes, files, vital records, expensive equipment, etc.)
- Avoid the area of the disturbance
- Report any unauthorized persons in your building to security and/or administration
- Stay inside away from doors and windows
- Call 911 if there is a threat to life or safety

Action Plan After Any Emergency

- After an emergency situation, the following plan will take place:
 - o Communication with everyone involved advising that the emergency is over
 - o Conduct a head count to insure everyone is accounted for. If someone is not present, do you know where he/she is? Locate everyone. Report anyone not accounted for.
 - o Does anyone need medical attention?
 - o Does anyone need another type of support?
 - o Is the facility safe to enter?
 - o Have all appropriate notifications been made?
 - o Assign someone to write a narrative to document the actions of your facility for the after-incident debriefing and report.
 - o Notify parents and stakeholders

In days following an incident, debrief with appropriate school safety/administration team members to review incident responses/outcome for additions/corrections to school safety plan

I. Procedures for Safe Ingress and Egress

SAE desires to maintain a safe and efficient student drop-off and pick-up process to increase the safety and attractiveness of traveling to and from school on foot or bicycle. To minimize the potential for conflicts between vehicles and pedestrians, SAE has designated the drive aisle serving the school campus for exclusively one-way travel. SAE has posted signs and used pavement marking to clearly designate pick-up and drop-off areas. A diagram of these areas is included in this Plan. Where pedestrian walkways cross the drive aisle, these crossings are clearly marked.

Emergency Management Resolution

Resolution #0000001

WHEREAS, The School of Arts and Enterprise has implemented a School Emergency Response Plan for all school sites and facilities. The objective of the plan are to: 1) Protect the safety and welfare of students, employees and staff, 2) provide a safe and coordinated response to emergencies, 3) protect the School's facilities and property, and 4) enable the school to restore normal conditions with minimal confusion in the shortest time possible.

WHEREAS, In an effort to fully implement the School Emergency Response Plan, the School of Arts and Enterprise supports planning, training and exercising the plan at the school site level.

WHEREAS, The School of Arts and Enterprise participates with all responding agencies within the State of California and in the National Incident Management Systems (NIMS) and the Standardized Emergency Management System (SEMS).

NOW, THEREFORE, BE IT RESOLVED, that the Board of The School of Arts and Enterprise does hereby support the School Emergency Response Plan.

READ AND ADOPTED THIS _____ DAY OF _____ BY THE GOVERNING BOARD OF THE SCHOOL OF ARTS AND ENTERPRISE.

Date

Signature

Date

Signature

School Complex Emergency Response Team Master List

	Name	Position	Radio	Room#
Command Section				
Incident Commander				
Middle School	Brianna Nix	MS Principal	A4	MS Campus
DTC Campus	Maria Cuadros-Solis	HS Principal	A2	DTC Campus
Main Campus	Maria Cuadros-Solis	HS Principal	A2	Main Campus
Deputy Incident Commander				
Main Campus	Jim Reed	Security	Unit 1	Campus Security
DTC Campus	Pete Mooyman	Security	Unit 3	Campus Security
Middle School Campus	Josie Villegas	Security	Unit 2	Campus Security
Reunification Leader				
Main Campus	Irma Balandra	Registrar		Business Office
DTC Campus	Phil Miller	Art Director	AD1	DTC Box Office
Middle School Campus	Paul Treesuwan	CAO	A3	MS Office
Reunification Support Lead				
Main Campus	Maria Alejo	Senior Admin. Assist.		Main Office
DTC Campus	Martha Tejada	Admin. Assist. II		DTC Office
Middle School	Brenda Carpio	Senior Admin. Assist.		MS Main Office
First-Aid Leader				
Main Campus	Yoana Vega Villegas	Admin. Assist.		Business Office
DTC Campus	Alex Oliva	Director of Engagement		DTC
Middle School Campus	Virginia Mejia	Admin. Assist.		MS Office

Additional Information					
Medication Trained Staff					
Main Campus	Melissa Corral	Business Services Admin		HS Main Office	
DTC Campus				DTC Office	
Middle School Campus				MS Main Office	
Staff Trained in First Aid/CPR					
	1	Maria Cuadros-Solis	Principal	A1	Main Campus
	2	Brianna Nix	Principal	A4	MS Campus
	3	Alex Oliva	Director of Engagement		DTC
Staff Trained in Physical Restraint					
	1				
	2				
Individuals who need assistance during a crisis					

The School of Arts & Enterprise High School Main Campus- Teacher Buddy List

Group	Teacher	Teacher
1	Carri	Rubalcava
2	Kacy/Ambrosini	Barber
3	Lu	PradoVaal
4	Torres	Mercado
5	Peeke	Newman/Carrey-Barron
6	Acevedo	Cowan
7	Ruiz	Ortiz
8	Puyat	Romero
9	Zago	Smith

The School of Arts & Enterprise Downtown Center Campus- Teacher Buddy List

Group	Teacher	Teacher
1	Van Pelt	Lane/Dinwiddie
2	Tejada	Shields
3	Brunelle	Goldwater
4	Cavion	Villapando
5	Goldwater	

The School of Arts & Enterprise Middle School Campus- Teacher Buddy List

Group	Teacher	Teacher
1	Giest	Friedman
2	Law	Furiani
3	E. Marquez	Bunner
4	Bunner	Anderson
5	Burke	Abdul-Jabbar
6	Ramirez	Gomez
7	Gomez	Hanson
8	Papadopolous	Choi
9	Hua	S. Marquez
10	Rosales	Office

EMERGENCY DRILL RECORD 2021-2022 – The School of Arts and Enterprise Campuses

Type of Drill	Date Held	Start Time	End Time	Score*	Alarm OK?	Proper Egress?	Admin. Initials
Earthquake							
Fire							
Active Shooter							

Type of Drill	Date Held	Start Time	End Time	Score	Procedural Changes	Comments	Recorded by:
Individual(s) conducting drill:				Notification Method Used:			
Staff members participating in drill:							
Number of individuals evacuated:		Special conditions simulated:			Weather conditions:		
NOTE: Attach the evaluation checklist and written report for each drill conducted							
Type of Drill	Date Held	Start Time	End Time	Score	Procedural Changes	Comments	Recorded by:
Individual(s) conducting drill:				Notification Method Used:			
Staff members participating in drill:							
Number of individuals evacuated:		Special conditions simulated:			Weather conditions:		
NOTE: Attach the evaluation checklist and written report for each drill conducted							