



Twin Rivers Charter School Safety Plan

Comprehensive Safe School Plan
(Education Code Section 32280-32288)
2021-22

51 71464 0107318
CDS Code

Board of Education

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Board Adopted
Updated 8.4.21

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SCHOOL SAFETY COMMITTEE

Purpose

The purpose of the Twin Rivers Charter School (TRCS) Safety Committee is to bring all stakeholders in a cooperative effort to promote safety and health at TRCS. The safety committee plans and makes recommendations for change, based on the school needs.

Meetings

The TRCS Safety Committee will meet four times a year, with one meeting occurring before the first day of school.

Agenda and Topics Covered

1. Develop a prioritized safety committee calendar to review and implement State and Federal required Safety Plans, and scenario trainings.
2. Take inventory of classroom emergency first aid kits, Emergency Protocol Flipcharts, and list of evacuation sibling lists, emergency door locking devices, and a window covering tool. The team will communicate any needs of replacement with the responsible personnel.
3. Provide our site with support in safety training.
4. Evaluate and update School Safety Plan.
5. Update Catapult users and contact info
6. Discuss any student training necessary for the year (e.g. digital literacy, online safety, reporting practices)

Annual Consultation

The TRCS Safety Committee will submit the annually updated TRCS School Safety Plan to Yuba City Police Department, Sutter County Sheriff's office, first responder entities, and Yuba City Fire Department for consultation each year following the TRCS Board of Directors approval. TRCS will also develop relationships with local first responders and send invitation to conduct a thorough walk through of a school site

Team Members

The team members will consist of an administrator, elementary certificated, middle school certificated, classified, parent, nurse and a member from the custodial staff.

Timeline

August:

- Develop safety committee calendar,
- inventory classroom needs,
- evaluate/update/submit annual Safety Plan to local agencies as outlined in consultation,
- staff safety training (e.g. flipchart practices, Suicide Prevention Policy, safety calendar, ALICE training, Catapult),
- administer school social-emotional and climate survey, update crises response boxes.

October-May:

- Plan and conduct scenario training including fire drills monthly, quarterly earthquake drills, and lockdown annually.
- Communicate the Anonymous Tip reporting system quarterly to parents, and scenario training dates.

June:

- Report to TRCS board school climate data.

SCHOOL CLIMATE ASSESSMENT

Board Reporting

The TRCS School Board of Directors will be presented with an annual update that includes an assessment of office referrals, attendance rates, SARB data, suspension/expulsion/disenrollment numbers, and climate survey results. These data points will be shared in a report that compares year-to-year data.

School Climate Survey

All TRCS students will be given the chance to participate in at least one climate survey annually. TRCS will use the data to take steps towards improving areas in need and maintaining growth in areas of strength.

SAFETY STRATEGIES & PROGRAMS

A. CHILD ABUSE REPORTING PROCEDURES

Mandated Reporting

Employees who are mandated reporters are obligated to report all known or suspected incidents of child abuse and neglect. The reporting duties of mandated reporters are individual and cannot be delegated to another person. Mandated reports shall not investigate any suspected incidents but rather shall cooperate with agencies responsible for investigating and prosecuting cases of child abuse and neglect.

Child abuse or neglect includes the following:

1. A physical injury inflicted by other than accidental means on a child by another person
2. Sexual abuse of a child as defined in Penal Code 11165.1
3. Neglect as defined in Penal Code 11165.2
4. Willful harming or injuring of a child or the endangerment of the person or health of a child
5. Unlawful corporal punishment or injury

All staff members will train annually, using the online training module. All employees are required to receive training and to provide proof of completing this training within the first 6 weeks of each school year or within 6 weeks of a new employee's hire date.

Initial Telephone Report

In cases of suspected child abuse or neglect, the principal or designee is notified immediately. As soon as practicably possible, a report is made by telephone to the Child Protective Services and/or law enforcement agency in the county in which the student resides. When the report is made, the reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

Sutter County CPS: 530-822-7227

Yuba County CPS: 530-749-6288

Written Report

Within 24 hours of receiving the information concerning the incident, the mandated reporter shall prepare and send to CPS a written report that includes a completed Department of Justice form. Forms are located in the school office.

Sutter County CPS: 1965 Live Oak Blvd., Yuba City 95991 or/Fax to 530-822-7384

Yuba County CPS: 5730 Packard Ave., Marysville 95901 or/Fax to 530-749-6826

SUSPECTED CHILD ABUSE REPORT

To Be Completed by **Mandated Child Abuse Reporters**
Pursuant to Penal Code Section 11166

CASE NAME: _____

PLEASE PRINT OR TYPE

CASE NUMBER: _____

A. REPORTING PARTY	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY					
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS			Street	City	Zip	DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO			
	REPORTER'S TELEPHONE (DAYTIME) ()		SIGNATURE		TODAY'S DATE					
B. REPORT NOTIFICATION	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION		AGENCY							
	<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)									
	ADDRESS			Street	City	Zip	DATE/TIME OF PHONE CALL			
OFFICIAL CONTACTED - TITLE					TELEPHONE ()					
C. VICTIM <small>One report per victim</small>	NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY			
	ADDRESS			Street	City	Zip	TELEPHONE ()			
	PRESENT LOCATION OF VICTIM			SCHOOL		CLASS	GRADE			
	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	OTHER DISABILITY (SPECIFY)		PRIMARY LANGUAGE SPOKEN IN HOME					
	<input type="checkbox"/> YES <input type="checkbox"/> NO	IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: <input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND <input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME			TYPE OF ABUSE (CHECK ONE OR MORE) <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER (SPECIFY)					
	RELATIONSHIP TO SUSPECT				PHOTOS TAKEN? <input type="checkbox"/> YES <input type="checkbox"/> NO	DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> UNK				
D. INVOLVED PARTIES	<small>VICTIMS</small>									
	NAME		BIRTHDATE	SEX	ETHNICITY	NAME		BIRTHDATE	SEX	ETHNICITY
	1. _____		3. _____		2. _____		4. _____			
	<small>SIBLINGS</small>									
	NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY			
	ADDRESS			Street	City	Zip	HOME PHONE ()	BUSINESS PHONE ()		
	<small>PARENTS/GUARDIANS</small>									
	NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY			
	ADDRESS			Street	City	Zip	HOME PHONE ()	BUSINESS PHONE ()		
	<small>SUSPECT</small>									
SUSPECT'S NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY				
ADDRESS			Street	City	Zip	TELEPHONE ()				
OTHER RELEVANT INFORMATION										
E. INCIDENT INFORMATION	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER: _____									
	DATE / TIME OF INCIDENT			PLACE OF INCIDENT						
	NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incidents involving the victim(s) or suspect)									

SS 8572 (Rev. 12/02)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was not determined to be unfounded.

WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation; GREEN COPY-District Attorney's Office; YELLOW COPY-Reporting Party

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM SS 8572

All Penal Code (PC) references are located in Article 2.5 of the PC. This article is known as the Child Abuse and Neglect Reporting Act, also known as CANRA. The Internet site is: <http://www.leginfo.ca.gov/calaw.html> (specify Penal Code and search for Sections 11164-11174.3). A mandated reporter must complete and submit the form SS 8572 even if some information is not known. (PC Section 11167(a).)

I. MANDATED CHILD ABUSE REPORTERS

- Mandated child abuse reporters include all those individuals and entities as defined in PC Section 11165.7.

II. TO WHOM REPORTS ARE TO BE MADE (DESIGNATED AGENCIES)

- Reports of suspected child abuse or neglect shall be made by mandated reporters to any police department or sheriff's department (not including a school district police or security department), county probation department (if designated by the county to receive mandated reports) or the county welfare department. (PC Section 11165.9.)

III. REPORTING RESPONSIBILITIES

- Any mandated reporter 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 or neglect shall report such suspected instance of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof **within 36 hours** of receiving the information concerning the incident. (PC Section 11166(a).)
- No mandated reporter who reports a suspected instance of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by the CANRA. Any other person reporting a known or suspected instance of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by the CANRA unless it can be proven the report was false and the person knew it was false or make the report with reckless disregard of its truth or falsity. (PC Section 11172(a).)

IV. INSTRUCTIONS

- SECTION A - REPORTING PARTY:** Enter the mandated reporter's name, title, category (from PC Section 11165.7), business (agency) name and address, telephone number, a signature and today's date. Also check yes-no whether you (the mandated reporter) witnessed the incident. The signature area is for either the mandated report or the person taking as telephoned report.

ETHNICITY CODES

1 Alaskan Native	6 Caribbean	11 Guamanian	16 Korean	22 Polynesian	27 White-Armenian
2 American Indian	7 Central American	12 Hawaiian	17 Laotian	23 Samoan	28 White-Central American
3 Asian Indian	8 Chinese	13 Hispanic	18 Mexican	24 South American	29 White-European
4 Black	9 Ethiopian	14 Hmong	19 Other Asian	25 Vietnamese	30 White-Middle Eastern
5 Cambodian	10 Filipino	15 Japanese	21 Other Pac Islndr	26 White	31 White-Romanian

IV. INSTRUCTIONS (Continued)

- SECTION B - REPORT NOTIFICATION:** Complete the name and address of the designated agency notified, date of the written report, date/time of the phone call and the name, title and telephone number of the official contacted.
 - SECTION C - VICTIM** (One Report per Family, siblings must have same parents/guardians): Enter the victim's name, address, telephone number, birth date or approximate age, sex, ethnicity, present location, and where applicable enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes-no box for: developmentally disabled?, physically disabled? and specify the victim's other disability. To determine if the victim has a disability, ask the victim's parent or care giver. Also check the appropriate yes-no box for in foster care?, indicate type of care if the victim was in out-of-home care, indicate the type of abuse. List the victim's relationship to the suspect, check the appropriate yes-no box for photos taken?, indicate whether the incident resulted in this victim's death.
 - SECTION D - INVOLVED PARTIES:** Enter the requested information for: Victim's Siblings, Victim's Parents/Guardians and the Suspect.
 - SECTION E - INCIDENT INFORMATION:** If multiple victims, enter the number. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheets if needed.
- ### V. DISTRIBUTION
- Reporting Party:** After completing Form SS 8572, retain the yellow copy for your records and submit the top three copies to the designated agency.
 - Designated Agency:** *Within 36 hours* of receipt of Form SS 8572, send **white copy** to police or sheriff, **blue copy** to county welfare or probation, and **green copy** to district attorney.

B. DISASTER PROCEDURES

SEVERE WEATHER: WATCH vs. WARNING

When conditions favor the development of a severe storm or there is an immediate threat in the area.

Notification

“The National Weather Service has issued a Severe Weather Warning; all students, staff and visitors must Immediately move to shelter areas and remain until an ‘All Clear’ is announced”

Weather WATCH:

- Notify administration of changing conditions
 - TV/Radio
 - Internet Weather
 - Alert Sirens
- Outside activities should be prepared to seek shelter if needed
- Know potential shelter areas available
- Review actions for WARNING (be prepared)

Weather WARNING:

- Outside activities seek shelter immediately
 - Move all students inside to designated classrooms and take attendance
 - Monitor for changing conditions
- TV/Radio
- Internet Weather
- City Alerts
 - Wait for “All Clear” or other instructions given to proceed
 - Notify any injury and damage assessments

EARTHQUAKE

When an earthquake is in progress.

Notification

No signal will be given during an earthquake, and the fire alarm signal will be activated when it is safe to leave the building.

Class Procedures

- Duck and Cover
- All students and staff will get under a desk, table or doorway located away from glass
- Drop to knees with back to windows. Clasp both hands firmly behind the head, covering the neck.
- Bury face in arms, protecting the head. Close eyes tightly.
- After the initial shocks ends, students should line up for evacuation purposes. Students should be directed away from buildings and overhead wires, etc.
- Bringing your Emergency Procedures Clipboard, teachers shall lead their classes according to the evacuation routes to designated areas.
- After classes have reached their assigned areas, teachers are to take roll. If all students are not present, or a student is injured, hold up the RED CARD; if all students are accounted for then hold up the GREEN CARD.

Outdoor Procedures

- Teachers will direct students to walk away from buildings, trees, poles or exposed wires.
- Once away from potential hazards, teachers will instruct students to drop covering as much skin as possible, close eyes and cover ears.
- Once the earthquake is over, teachers will lead students to designated evacuation areas where they will be given roll sheets from the Administrator Emergency Folder.
- After classes have reached their assigned areas, teachers are to take roll. If all students are not present, or a student is injured, hold up a RED CARD; if all students are accounted for then hold up a GREEN CARD
- Wait for “All Clear” to return to classes, or further directions otherwise.

BOMB THREAT/SUSPICIOUS PACKAGE

When a Bomb Threat is received or suspicious package is found

Notification

The fire alarm signal will be activated, and further notification of evacuation will occur from designated area.

Bomb Threat:

- Call authorities; Emergency 9-1-1
- Notify administration for evacuation purposes
- Provide all available information from data collection form
- Be aware of area and surroundings. (e.g., items out of place)
- Do not approach, touch, move, or shake items
- Do not use electronic equipment (e.g. pagers, cell phones)
- "All Clear" or other instructions will be provided by authorized official

Suspicious Mail or Package:

- Do not shake, open or empty package; place on table or floor
- Isolate: place in a plastic bag and seal; if too large, cover
- Wash hands with antibacterial product
- Do not leave area
- Call authorities; Emergency 9-1-1
- Follow the directions of the authorities

LOCK DOWN+

When a general danger or threat is believed to be inside the building or in the area, call a lockdown.

Notification

Possible Threat

- Call office
- Office calls 9-1-1 if credible
- Office pages lockdown & notify on Catapult

Imminent Threat:

- Call 9-1-1
- *55 Internal Phones
- Call Office
- Notify on Catapult

Inside Threat

- Report threat to authorities (9-1-1) DO NOT HANG UP
 - Location/Type of threat
 - Description of suspect(s)
 - Injuries/Hostages
 - Weapons/Other information available
- ALICE response according to situation
 - Evacuate- give authority to leave the building and once outside, run to rally point
 - Lockdown- look for alternative escape routes, barricade door, arm with counter devices, spread out
 - Counter- throw items, swarm shooter, distract and attack
- Verify attendance with Catapult

Chemical Spill:

- Secure exterior doors/windows (close/lock)
- Take attendance
- Obtain reports on health status of students, staff, others; act accordingly

Outside Threat

- If appropriate, Report to authorities (9-1-1)
 - Location/Type of threat
 - Description of suspect(s)
 - Injuries/Hostages
 - Weapons/Other information available
- Outside activities are routed to the closest safe location (rally points if possible)
- Move students to reduce visibility
- Verify attendance with Catapult
- Monitor informational sources for changing conditions (Catapult messages will be sent frequently)
- Staff and students are not to use phones during lockdown (lines should not be tied up hindering law enforcement or cause panic, a common message will be sent out from school administration)
- Remain in position until threat cleared; announce to staff

FIRE/EVACUATION

When there is a possible or confirmed fire in the building, or an evacuation is needed.

Notification

Fire Alarm is activated.

In Class Procedures:

- If fire, activate the Fire Alarm, if other call 9-1-1
- Get Emergency Procedures Clipboard
- Each class is to follow the fire escape route designated to their classroom and move to their assigned area (use primary escape plan unless indicated otherwise, or imminent threat).
- If a student is not in their homeroom when the procedure starts, then direct students outside following the escape route, and have them go to their primary(K-5)/current(6-8) teacher once in the evacuation area.
- After classes have reached their assigned areas, teachers are to take roll. If all students are not present, or a student is injured, teachers will hold up a RED CARD; if all students are accounted for then teachers will hold up a GREEN CARD.
- Classes are to stay in their designated area until given the "All Clear" signal to re-enter the buildings or to further evacuate.

Outside Procedures:

- Teachers shall immediately report to the assigned area to rejoin their primary(K-5)/previous(6-8) class.
- Students on the yard at break or lunch shall respond to a fire alarm by going to their designated evacuation area.
- An administrator will distribute roll sheets from the Administrator Emergency Folder in order for teachers to take roll.
- After classes have reached their assigned areas, teachers are to take roll. If all students are not present, or a student is injured, hold up a RED CARD; if all students are accounted for then hold up a GREEN CARD.
- Classes are to stay in their designated area until given the "All Clear" signal to re-enter the buildings or to further evacuate.

Other Responsibilities:

- Administration to check source of alarm and verify situation
- Direct staff to check areas for evacuation compliance
- Principal (or designee) check rooms in elementary building
- AP (or designee) check rooms in middle school building
- All other personnel goes to the evacuation site
- Administration gives the "All Clear" announcement as appropriate after consulting with ICC
- Reset the Alarm System

Twin Rivers Charter School Evacuation Information

In the event of a necessary evacuation from the campus, the Office of Emergency Services (OES) and Twin Rivers Charter School (TRCS) will operate and coordinate the closure and evacuation of school. In the case of a school evacuation, parents will be notified promptly via auto-dialer, email, and posted announcements on the multiple TRCS communication systems (e.g., website, TRCS App, autodialer).

During a school evacuation, TRCS will seek to reunite students with families to the extent possible and time permitting using the **TRCS Reunification Plan**. If prompt reunification is not possible, TRCS will implement the **Off-Campus Reunification Plan**.

TRCS Reunification Plan

1. Students will be assigned to a designated area. Students with younger siblings will be assigned to the youngest student's designated area. **See map attached.*
 - TK – 2nd Grades: TRCS Parking Lot, 2510 Live Oak Blvd, Yuba City, Ca, 95991
 - 3rd – 5th Grades: Northridge Park Behind TRCS, 1898 Clark Ave, Yuba City, CA, 95991
 - 6th – 8th Grades: Subdivision behind TRCS, Corner of Clark & Oxford, Yuba City, CA 95991
2. Parents will sign out their children with a member of the school staff at this location.
3. Only people listed on the **Student Contact Information** card as emergency contacts or approved carpool drivers may sign out a student.
4. During an evacuation your child's teacher or a school staff member will remain with your child until they are picked up by a family member or person who has permission to pick them up.

Off-Campus Reunification Plan (in Case of County Evacuation)

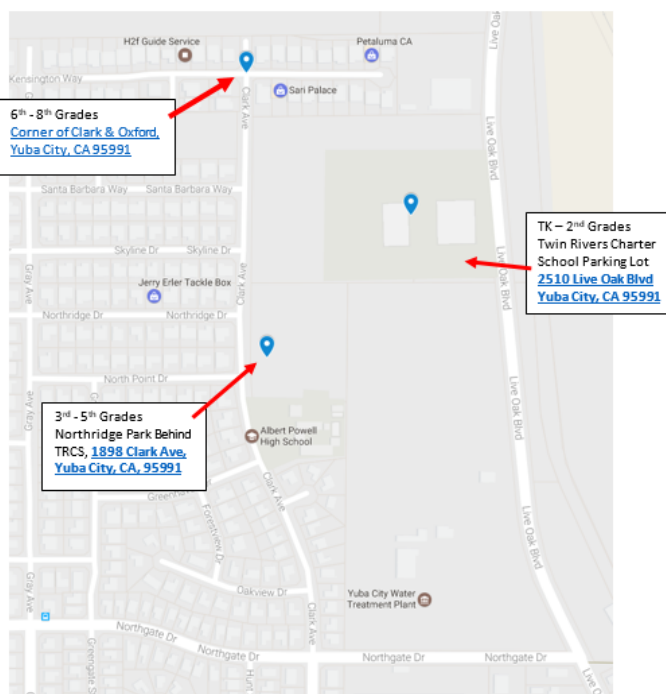
After a designated amount of time, depending on the situation, students not picked up will be transported by a TRCS staff member to the Emergency Operations Center (EOC) to be determined by the Sutter County OES.

*Note: all students will be escorted to the Sutter County EOC regardless of the county they reside in.

Any questions may be directed to the District's Safety Officer as follows:
Karen Villalobos, Superintendent/Principal
kvillalobos@twinriverscharterschool.org
(530) 755-2872 or (530) 218-1909

Twin Rivers Charter School Designated Areas for Student Pick Up

Students with younger siblings will be assigned to the youngest student's designated area.



AIR POLLUTION

The Air Quality Index (AQI) was issued in 1999 by the U.S. EPA for daily air quality report to the public. The following levels of pollution have been established by the Air Pollution Control District. Each school will be informed by the Regional or County Superintendent to abide by each standard:

AQI Index Values	Health Categories	Cautionary Statements For 8-Hour Ozone
0 to 50	Good	None
51 to 100	Moderate	Unusually sensitive people should consider limiting prolonged outdoor exertion.
101 to 150	Unhealthy for Sensitive Groups	Active children and adults, people with respiratory disease, such as asthma, should limit prolonged outdoor exertion.
151 to 200	Unhealthy	Active children and adults, and people with respiratory disease, such as asthma, should avoid prolonged outdoor exertion; everyone else, especially children, should limit outdoor exertion.
201-300	Very Unhealthy	Active children and adults, and people with respiratory disease, such as asthma, should avoid all outdoor exertion; everyone else especially children, should limit outdoor exertion.
301-500	Hazardous	Everyone should avoid all outdoor exertion.

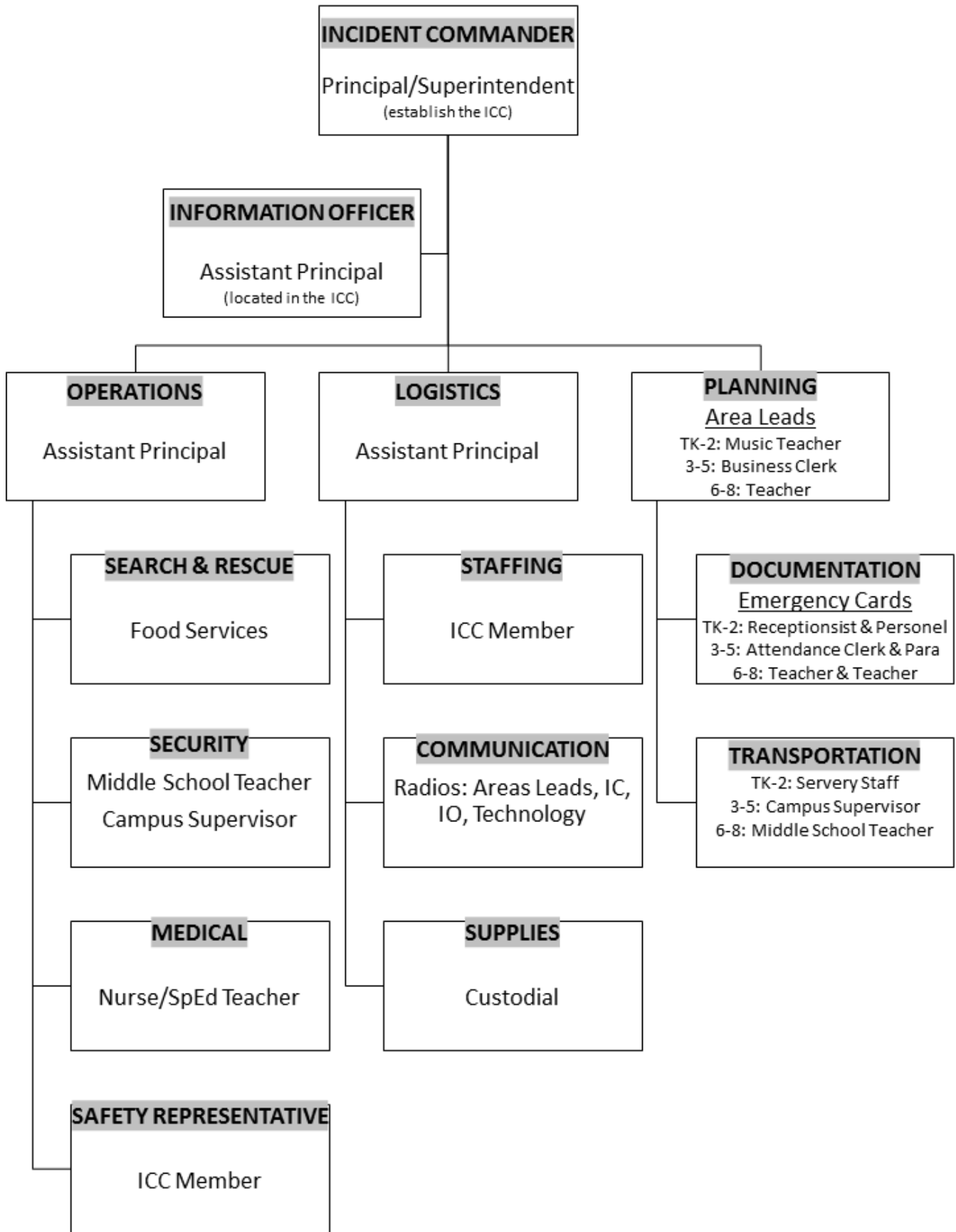
Prior to unhealthy air quality, the Principal or Designee will:

1. Develop and maintain a file of students and staff who have or are susceptible to respiratory problems. The file will contain data on the location of such persons at different times of the school day. This data may be kept with the school nurse.
2. Meet with physical education teachers and other teachers directing strenuous activity programs and determine alternate programs available during an air pollution episode.

When notified of an air pollution episode, Principal or Designee will:

1. Inform staff and notify those individuals in file to stay indoors and minimize physical activity following pre-established communication plan.
2. Cancel all athletic competitions and practices and any other activities which require strenuous physical activity such as marching band, pep squad, etc.
3. Instruct employees to minimize strenuous physical activity.
4. Cancel any events requiring the use of vehicles.
5. Urge staff and students to minimize the use of vehicles.

EMERGENCY ORGANIZATION FLOW CHART



Evacuation Assignment	Position	Staff Member
Incident Commander	Principal	Karen Villalobos
Information Officer	Assistant Principal	Chrissy Jolly
OPERATIONS		
Search & Rescue	Food Services	Lisa Murphy
Student Care/Security	Staff Support	Santiago Sierra
Student Care/Security	Campus Security	Rocio Renteria
LOGISTICS		
Staffing	Assistant Principal	Chrissy Jolly
Technology	IT	Paul Singh
Medical	Nurse or SpEd Teacher	Beckie Kersting Kari Hudson
Supplies	Custodial	Adrian Borrayo
PLANNING		
Area Lead TK-2	Music/Data	Obie Leff
Attendance	Receptionist	Meagan Dhaliwal
Emergency Cards	Personnel Clerk	Lindsay Rhoades
Transportation	Campus Security	Treni Fairchild
Transportation	Campus Security	Leslie Treibold
Transportation	Counselor	Sara Kline
Area Lead 3-5	Intervention Specialist	Raj Deol
Attendance	Secretary	Cindy Smoot
Emergency Cards	Para	Kerrie Kent
Transportation	SpEd Teacher	Laura Arellano
Area Lead 6-8	Middle School Teacher	Lex Miller
Attendance	Middle School Teacher	Ciara O'Toole
Emergency Cards	Middle School Teacher	Kassi Kee
Transportation	Middle School Teacher	Melissa Hensgen

*If you do not have a class or an assignment then please go to the ICC to help respond to emergencies

JOB DUTIES:

Search & Rescue- look for any students not accounted for

Student Care/Security- assist any students with physical/emotional struggles, address any conflicts that arise

Medical- grab the medications and first aid kit, administer assistance to students with medical issues

Technology- send out information alerts/updates to all stakeholders

Supplies- secure tables and chairs for TK-2 area, cones for traffic flow in 3-8 areas, deliver supplies as need arises

Area Leads- collect attendance from teachers and distribute to attendance, monitor area and communicate with ICC

Attendance- mark students absent from teachers on master roll sheet, initial kids as they are checked out (note person picking up if different than primary parent/guardian)

Emergency Cards- support attendance role and check emergency card if student is picked up from someone other than primary parent/guardian

Transportation- act of runners between cars and attendance table, get the student from the teachers to the attendance table, manage the flow of traffic

Safety Representative- coordinates with emergency responders or locates to EOC in the case of a Level 3 emergency

	ICC- office or location notified
	TRCS Quad
	Northridge Park
	Corner of Clark Ave & Oxford

VOCABULARY:

ICC- Incident Command Center

IC-Incident Commander

IQ-Incident Officer

C. SUSPENSION AND EXPULSION BOARD POLICY

*"The procedures by which pupils can be suspended or expelled."
California Education Code Section 47605(b)(5)(J)*

The school acknowledges the responsibility of each student, parent, volunteer, faculty, staff and administrators to contribute to the wellbeing of the community by demonstrating responsibility and accountability for individual and group actions. It is the school's goal to enhance the quality of relationships, the quality of learning, and the quality of the community through shared responsibility.

Governing Law: The procedures by which pupils can be suspended or expelled. Education Code Section 47605(b)(5)(J). 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 Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describes the non charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

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

This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available upon request at the Superintendent's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion. A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education

Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

TRCS believes that all stakeholders share responsibility in implementing a positive behavior support system.

Administrators, staff, volunteers, and community members:

- Support a school-wide Positive Behavior Support and Discipline Plan consistent with school guidelines
- Know, communicate, and monitor this policy
- Maintain open lines of communication between staff, students, administration, and parents/guardians
- Implement positive response strategies and appropriate corrective feedback to disruptive students
- Collaborate and partner with outside agencies, when appropriate.

Students:

- Learn and follow all Charter School and classroom rules
- Demonstrate appropriate social skills when interacting with both peers and adults

Parents/guardians:

- Support the Charter School's efforts to maintain a welcoming school climate
- Describe and support the Charter School-wide positive behavior support and discipline plan
- Review school rules with their children
- Reinforce positive behavior and acknowledge their children for demonstrating appropriate conduct
- Work with the Charter School as a collaborative partner to address student's needs

Teachers:

- Acknowledge and reinforce positive, appropriate student behavior
- Provide corrective feedback and re-teach the behavioral skill when misconduct occurs
- Work with families in partnership to reinforce appropriate behavior
- Follow the behavior support plan for students with disabilities
- Utilize data in collaboration with administration and support personnel to monitor misconduct
- Report behavior problems to the principal or assistant principal for a student who engages in ongoing misconduct, despite appropriate interventions

Alternatives to Suspension

TRCS uses suspension and/or expulsion as a last resort. The table below identifies commonly used alternatives to suspension. This list is non-exhaustive.

Activities	Description
Student Success Team (SST)	If a student expresses behavior that has been identified by teachers and/or staff as a potential or current academic/behavior risk, key stakeholders meet, target behaviors are identified, goals are set, a plan is developed, and key players implement accordingly.
Student Behavior Contract	Self-regulating behavior charts and strategies to monitor both academic and behavior issues through daily check-ins with each teacher. Monitored by assistant principal and, as needed, principal.
Think Sheets	Student reflects on behavior and completes self-reflection questions to be signed by parent(s).
Loss of Privileges	Student loses non-educational privileges for a set amount of time.
Modify Student Schedule	Alternate scheduling changes in student schedule, classes, or assignment to independent work according to student needs.
Community Service	School Service Projects Campus beautification, student mentoring, classroom aid, safety monitor, and other projects (as needed) to help the school.
Restitution Financial or in-kind.	School uses restorative Justice principles. For example, a student who destroyed something might be encouraged to pay for its replacement.
Student Mediations	Student mediations with administration or school counselor to eliminate student issues and restore relationships/good will.
Parent Supervision	Parent to shadow student throughout the school day.
Detention	Teacher holds detention after school for a set amount of time.

Grounds for Suspension and Expulsion of Students

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

Non-Discretionary Suspension Offenses

Students must be suspended and recommended for expulsion when it is determined the pupil 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 for an educational or pedagogical purpose, with the principal or designee's concurrence. Students must be suspended and recommended for expulsion if the student committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

Discretionary Suspension Offenses

Students may be suspended when the principal determines that the pupil failed to comply with the school's policies or expectations regarding sexual harassment, substance abuse, violence, or safety. Offenses that could lead to suspension include but are not limited to any of the acts listed in Education Code section 48900 that are not addressed in Non-Discretionary Suspension Offenses above.

Non-Discretionary Expellable Offenses

Students shall be recommended for expulsion when a principal determines pursuant to the procedures below that the pupil 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 for an educational or pedagogical purpose, with the principal or designee's concurrence. Students must be suspended and recommended for expulsion if the student committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

Discretionary Expellable Offenses

Students may be recommended for expulsion when a principal determines that the Students may be recommended for expulsion when a principal determines that the pupil failed to comply with the school's policies or expectations regarding sexual harassment, substance abuse, violence, or safety. Offenses that could lead to expulsion include any of the acts listed in Education Code section 48915(a).

Suspension From Class

A teacher may suspend a student from class for the day of the act and the following day. The teacher must immediately report the suspension to the principal or assistant principal, who then reports the suspension to the Superintendent or an administrative designee. The pupil is sent to the principal or administrative designee for appropriate action, which may include in-school suspension, suspension from school, or other disciplinary measures. Prior to imposition of in-school suspension, and to the extent possible, parents are notified via telephone or in writing. The pupil is informed of the reason for the disciplinary action and the evidence against him or her and is given the opportunity to present his or her version and evidence in his or her defense. Students referred to in-school suspension are provided with the same or reasonably similar instructional day materials as students attending class. TRCS administration reserves the right to make a final determination on the appropriateness of in-school suspension.

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

Conference

Suspension shall be preceded, if possible, by a conference conducted by the Superintendent or the Superintendent'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 Superintendent or designee.

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

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

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.

Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Superintendent or Superintendent'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. This determination will be made by the Superintendent 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.

Authority to Expel

A student may be expelled either by the Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the Charter School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Superintendent 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 three (3) days prior to the 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.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the 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 circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

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

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 who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

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

Written Notice to Expel

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

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.

No Right to Appeal

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

Expelled Pupils/Alternative Education

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.

Rehabilitation Plans

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

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 following a meeting with the Superintendent 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 following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

O. Special Procedures for the Consideration of Suspension and Expulsion of Students with disabilities:**1. Notification of SELPA**

The Charter School shall immediately notify the El Dorado County Charter SELPA and coordinate the procedures in this policy with the El Dorado County Charter 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, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment or functional analysis, 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 or a functional analysis 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 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 Superintendent 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, 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.

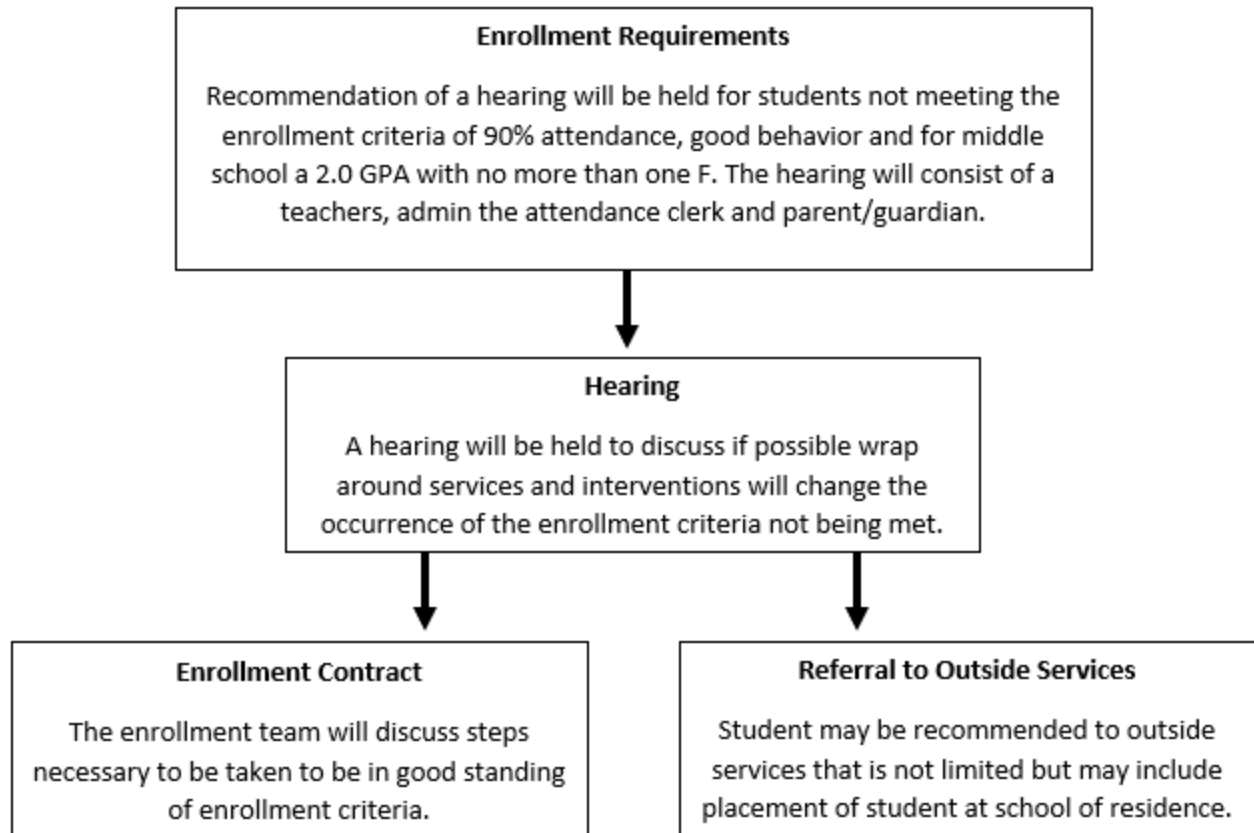
If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

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.

D. CONTINUED ENROLLMENT PROCESS

TWIN RIVER CHARTER SCHOOL
Enrollment Hearing



E. DANGEROUS PUPILS

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. Twin Rivers Charter School has incorporated this notification into the existing "Attendance Reporting screen." On the daily attendance report, when a student is suspended, will show a "S" next to the student's name. The teacher can access the suspension by looking at the student's discipline screen. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is CONFIDENTIAL, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court notifies the Superintendent of the Twin Rivers Charter School regarding students who have engaged in certain criminal conduct. who is responsible for prompt notification of the student's teachers. Per Education Code 49079, this information must be kept confidential. This information is also forwarded to the student's counselor.

THREAT ASSESSMENT

When a student makes a threat to harm others, the Site Threat Assessment Team (STAT) will respond by investigating whether this student's behavior poses a threat to himself/herself or others. The team is comprised of at least one administrator, two members from the School Safety Team and at least one teacher of the student. The team will use the "Threat Assessment Inquiry" to evaluate the level of threat in the trial context of the student to assist them in developing a response that is appropriate to the specific incident.

Threat Assessment Protocol

Step 1: referral to administrator, determines individual investigation or referral to STAT.

Step 2: Threat Assessment Inquiry

Step 3: Evaluation and Response

LEVEL 1: LOW LEVEL
The threat poses little threat to public safety and in most cases would not necessitate law enforcement investigation for a possible criminal offense. Extensive interviews are usually not necessary.
RESPONSE: School counseling/ mediation or disciplinary action.
LEVEL 2: MEDIUM
The response should in most cases include contacting law enforcement agencies, as well as other sources to obtain additional information (and possibly reclassify the threat into the high or low category).
RESPONSE: School disciplinary actions and/or referral for services to Law Enforcement or Mental Health.
LEVEL 3: HIGH
Almost always the school should immediately inform Law Enforcement for possible 5150 or arrest and notify Principal/Superintendent.
RESPONSE: Suspension, Recommendation for Expulsion, Criminal Prosecution.

Threat Assessment Inquiry

This document should be used as a starting point for areas to consider during threat assessment. This should not limit other sources of information that may be invaluable in assessing a threat.

Date: _____ Person Reporting Threat: _____

Date of Threat: _____ Time: _____ Grade Level: _____

Intended Targets/Victims: _____

Exact wording and nature of the threat:

--

Step One: Types of threats (Is this a threat?) YES or NO

Direct Threat:	Identifies a specific act against a specific target and is delivered in a straightforward, clear, and explicit manner: "I am going to place a bomb in the school's gym."
Indirect Threat:	Tends to be vague, unclear, or ambiguous. The plan, the intended victim, the motivation, and other aspects of the threat are masked or equivocal: "If I wanted to, I could kill everyone at this school". Violence is implied but tentatively "if I wanted to" and suggests a violent act COULD occur not that it WILL occur.
Veiled Threat:	Strongly implies but does not explicitly threaten violence. "We would be better off without you around anymore" clearly hints at a possible violent act, but leaves it to the potential victim to interpret the message and give a definite meaning.
Conditional Threat:	Warns that a violent act will happen unless certain demands or terms are met: "If you don't pay me one million dollars, I will place a bomb in the school"

Step Two-- Levels of Threats: This step could be used alone if the threatener is not known.

PRESUMPTIVE INDICATORS		
<p>LOW LEVEL:</p> <p>Threat is vague and indirect Information within the threat is inconsistent, implausible or lacks detail</p> <p>Threat lacks realism</p> <p>Content suggests person is unlikely to carry it out</p>	<p>MED LEVEL:</p> <p>Threat is more direct and more concrete than a low level threat</p> <p>Wording suggests threatener has given some thought to how the act will be carried out.</p> <p>General indication of a possible place and time (but not a detailed plan) Strong indication the threatener has taken preparatory steps, although there may be some veiled reference or ambiguous or inconclusive evidence pointing to that possibility—an allusion to a book or movie that shows the planning of a violent act, or a vague, general statement about the availability of weapons.</p> <p>Specific statement seeking to convey that the threat is not empty: "I'm serious!" or "I really mean this!"</p>	<p>HIGH LEVEL</p> <p>Direct, specific and plausible</p> <p>Threat suggests concrete steps have been taken toward carrying it out, for example, statements indicating that the threatener has acquired or practiced with a weapon or has had the victim under surveillance.</p> <p>"At 8 am tomorrow morning I intend to shoot the principal. That's when he is in his office by himself. I have a 9mm. Believe me, I know what I am doing. I am sick and tired of the way he runs this school."</p>

Step Three: Four-Pronged Assessment. (check all that apply)

Prong One—Personality Traits and Behavior

- Leakage:** Intentionally or unintentionally reveals clues to feelings, thoughts, fantasies, attitudes, or intentions that may signal an impending violent act. These clues can be subtle threats, boasts, innuendos, predictions, or ultimatums. They may be spoken or conveyed in stories, diary entries, essays, poems, letters, songs, drawings, doodles, tattoos, or videos (maybe a rap song on a CD). Asking other students to help them prepare for a violent act, maybe even through deception (asking a friend to ammunition for them because they are going hunting.) See examples attached.
- Low tolerance for frustration:** The student is easily bruised, insulted, angry, and hurt by real or perceived injustices done to him by others and has great difficulty tolerating frustration.
- Poor Coping Skills:** The student consistently shows little if any ability to deal with frustration, criticism, disappointment, failure, rejection, or humiliation. His or her response is typically inappropriate, exaggerated, immature, or disproportionate.
- Lack of Resiliency:** The student lacks resiliency and is unable to bounce back even when some time has elapsed since a frustrating or disappointing experience, a setback, or put down.
- Failed Love Relationship:** The student may feel rejected or humiliated after the end of a love relationship, and cannot accept or come to terms with the rejection.
- “Injustice Collector”** The student nurses resentment over real or perceived injustices. No matter how much time has passed, the “injustice collector” will not forget or forgive those wrongs or the people he or she believes are responsible. The student may keep a hit list with the names of the people he feels have wronged him.
- Signs of Depression:** The student shows features of depression such as lethargy, physical fatigue, a morose or dark outlook on life, a sense of malaise, and a loss of interest in activities that he once enjoyed. May show unpredictable and uncontrolled outbursts of anger, a generalized and excessive hatred toward everyone else, and feelings of hopelessness about the future. Restlessness, inattention, sleep and eating disorders, markedly diminished interest in about everything that previously occupied and interested him.
- Narcissism**—The student is self-centered, lacks insight into other’s needs and/or feelings, and blames others for failures and disappointments. The narcissistic student may embrace the role of victim to elicit sympathy and to feel temporarily superior to others. He or she displays signs of paranoia, and assumes an attitude of self-importance or grandiosity that masks feelings of unworthiness (Malmquist 1996). A narcissistic student may be either very thin-skinned or very thick skinned in responding to criticism.
- Alienation**—The student consistently behaves as though he feels different or estranged from others. This sense of separateness is more than just being a loner. It can involve feelings of isolation, sadness, loneliness, not belonging, and not fitting in.
- Dehumanizes Others** – The student consistently fails to see others as fellow humans. He characteristically views other people as “non persons” or objects to be thwarted. This attitude may appear in the student’s writings and artwork, in interactions with others, or in comments during conversation.
- Lack of Empathy** – The student shows an inability to understand the feelings of others, and appears unconcerned about anyone else’s feelings. When others show emotion the student may ridicule them as weak or stupid.
- Exaggerated Sense of Entitlement** – The student constantly expects special treatment and consideration, and reacts negatively if he doesn’t get the treatment he feels entitled to.
- Attitude of Superiority**—The student has a sense of being superior and presents himself as smarter, more creative, more talented, more experienced, and more worldly than others.
- Exaggerated or Pathological Need for Attention** – The student shows an exaggerated, even pathological, need for attention, whether positive or negative, no matter what the circumstances.
- Externalizes Blame**--The student consistently refuses to take responsibility for his or her own actions and typically faults other people, events or situations for any failings or shortcomings. In placing blame, the student frequently seems impervious to rational argument and common sense.
- Masks Low Self-esteem**--Though he may display an arrogant, self-glorifying attitude, the student's conduct often appears to veil an underlying low self-esteem. He avoids high visibility or involvement in school activities, and other students may consider him a nonentity.
- Anger Management Problems**-- Rather than expressing anger in appropriate ways and in appropriate circumstances, the student consistently tends to burst out in temper tantrums or melodramatic displays, or to brood in sulky,

seething silence. The anger may be noticeably out of proportion to the cause, or may be redirected toward people who had nothing to do with the original incident. His anger may come in unpredictable and uncontrollable outbursts, and may be accompanied by expressions of unfounded prejudice, dislike, or even hatred toward individuals or groups.

- ❑ **Intolerance**--The student often expresses racial or religious prejudice or intolerant attitudes toward minorities, or displays slogans or symbols of intolerance in such things as tattoos, jewelry, clothing, bumper stickers, or book covers.
- ❑ **Inappropriate Humor**--The student's humor is consistently inappropriate. Jokes or humorous comments tend to be macabre, insulting, belittling, or mean.
- ❑ **Seeks to Manipulate Others** -- The student consistently attempts to con and manipulate others and win their trust so they will rationalize any signs of aberrant or threatening behavior.
- ❑ **Lack of Trust** -- The student is untrusting and chronically suspicious of others' motives and intentions. This lack of trust may approach a clinically paranoid state. He may express the belief that society has no trustworthy institution or mechanism for achieving justice or resolving conflict, and that if something bothers him, he has to settle it in his own way.
- ❑ **Closed Social Group**-- The student appears introverted, with acquaintances rather than friends, or associates only with a single small group that seems to exclude everyone else. Students who threaten or carry out violent acts are not necessarily loners in the classic sense, and the composition and qualities of peer groups can be important pieces of information in assessing the danger that a threat will be acted on.
- ❑ **Change of Behavior**-- The student's behavior changes dramatically. His academic performance may decline, or he may show a reckless disregard for school rules, schedules, dress codes, and other regulations.
- ❑ **Rigid and Opinionated**-- The student appears rigid, judgmental and cynical, and voices strong opinions on subjects about which he or she has little knowledge. He disregards facts, logic, and reasoning that might challenge these opinions.
- ❑ **Unusual Interest in Sensational Violence**-- The student demonstrates an unusual interest in school shootings and other heavily publicized acts of violence. He may declare his admiration for those who committed the acts, or may criticize them for "incompetence" or failing to kill enough people. He may explicitly express a desire to carry out a similar act in his own school, possibly as an act of "justice."
- ❑ **Fascination with Violence-Filled Entertainment**-- The student demonstrates an unusual fascination with movies, TV shows, computer games, music videos or printed material that focus intensively on themes of violence, hatred, control, power, death, and destruction. He may incessantly watch one movie or read and reread one book with violent content, perhaps involving school violence. Themes of hatred, violence, weapons, and mass destruction recur in virtually all his activities, hobbies, and pastimes. The student spends inordinate amounts of time playing video games with violent themes, and seems more interested in the violent images than in the game itself. On the Internet, the student regularly searches for web sites involving violence, weapons, and other disturbing subjects. There is evidence that the student has downloaded and kept material from these sites.
- ❑ **Negative Role Models**—The student may be drawn to negative, inappropriate role models such as Hitler, Satan, or others associated with violence and destruction.
- ❑ **Behavior Appears Relevant to Carrying Out a Threat**—The student appears to be increasingly occupied in activities that could be related to carrying out a threat—for example, spending unusual amounts of time practicing with firearms or on various violent websites. The time spent in these activities has noticeable begun to exclude normal everyday pursuits such as homework, attending classes, going to work, and spending time with friends.

Prong Two: Family Dynamics

- ❑ **Turbulent Parent-Child Relationship**-- The student's relationship with his parents is particularly difficult or turbulent. This difficulty or turbulence can be uniquely evident following a variety of factors, including recent or multiple moves, loss of a parent, addition of a step parent, etc. He expresses contempt for his parents and dismisses or rejects their role in his life. There is evidence of violence occurring within the student's home.
- ❑ **Acceptance of Pathological Behavior**-- Parents do not react to behavior that most parents would find very disturbing or abnormal. They appear unable to recognize or acknowledge problems in their children and respond quite defensively to any real or perceived criticism of their child. If contacted by school officials or staff about the child's troubling behavior, the parents appear unconcerned, minimize the problem, or reject the reports altogether even if the child's misconduct is obvious and significant.
- ❑ **Access to Weapons**-- The family keeps guns or other weapons or explosive materials in the home, accessible to the student. More important, weapons are treated carelessly, without normal safety precautions; for example, guns are

not locked away and are left loaded. Parents or a significant role model may handle weapons casually or recklessly and in doing so may convey to children that a weapon can be a useful and normal means of intimidating someone else or settling a dispute.

- ❑ **Lack of Intimacy**-- The family appears to lack intimacy and closeness. The family has moved frequently and/or recently.
- ❑ **Student "Rules the Roost"**-- The parents set few or no limits on the child's conduct, and regularly give in to his demands. The student insists on an inordinate degree of privacy, and parents have little information about his activities, school life, friends, or other relationships. The parents seem intimidated by their child. They may fear he will attack them physically if they confront or frustrate him, or they may be unwilling to face an emotional outburst, or they may be afraid that upsetting the child will spark an emotional crisis. Traditional family roles are reversed: for example, the child acts as if he were the authority figure, while parents act as if they were children.
- ❑ **No Limits or Monitoring of TV and Internet**-- Parents do not supervise, limit or monitor the student's television watching or his use of the Internet. The student may have a TV in his own room or is otherwise free without any limits to spend as much time as he likes watching violent or otherwise inappropriate shows. The student spends a great deal of time watching television rather than in activities with family or friends. Similarly, parents do not monitor computer use or Internet access. The student may know much more about computers than their parents do, and the computer may be considered off limits to the parents while the student is secretive about his computer use, which may involve violent games or Internet research on violence, weapons, or other disturbing subjects.

Prong Three: School Dynamics (student's perspective)

- ❑ **Student's Attachment to School**-- Student appears to be "detached" from school, including other students, teachers, and school activities.
- ❑ **Tolerance for Disrespectful Behavior**-- The school does little to prevent or punish disrespectful behavior between individual students or groups of students. Bullying is part of the school culture and school authorities seem oblivious to it, seldom or never intervening or doing so only selectively. Students frequently act in the roles of bully, victim, or bystander (sometimes, the same student plays different roles in different circumstances). The school atmosphere promotes racial or class divisions or allows them to remain unchallenged.
- ❑ **Inequitable Discipline**-- The use of discipline is inequitably applied - or has the perception of being inequitably applied by students and/or staff.
- ❑ **Inflexible Culture**--The school's culture -- official and unofficial patterns of behavior, values, and relationships among students, teachers, staff, and administrators -- is static, unyielding, and insensitive to changes in society and the changing needs of newer students and staff.
- ❑ **Pecking Order Among Students**-- Certain groups of students are officially or unofficially given more prestige and respect than others. Both school officials and the student body treat those in the high-prestige groups as though they are more important or more valuable to the school than other students.
- ❑ **Code of Silence**-- A "code of silence" prevails among students. Few feel they can safely tell teachers or administrators if they are concerned about another student's behavior or attitudes. Little trust exists between students and staff.
- ❑ **Unsupervised Computer Access**-- Access to computers and the Internet is unsupervised and unmonitored. Students are able to use the school's computers to play violent computer games or to explore inappropriate websites such as those that promote violent hate groups or give instructions for bomb making.

Prong Four: Social Dynamics

- ❑ **Media, Entertainment, and Technology**-- The student has easy and unmonitored access to movies, television shows, computer games, and Internet sites with themes and images of extreme violence. Peer Groups the student is intensely and exclusively involved with a group who share a fascination with violence or extremist beliefs. The group excludes others who do not share its interests or ideas. As a result, the student spends little or no time with anyone who thinks differently and is shielded from the "reality check" that might come from hearing other views or perceptions.
- ❑ **Drugs and Alcohol**-- Knowledge of a student's use of drugs and alcohol and his attitude toward these substances can be important. Any changes in his behavior involving these substances can also be important.
- ❑ **Outside Interests**-- A student's interests outside of school are important to note, as they can mitigate the school's concern when evaluating a threat or increase the level of concern.
- ❑ **The Copycat Effect**-- School shootings and other violent incidents that receive intense media attention can generate

threats or copycat violence elsewhere. Copycat behavior is very common, in fact. Anecdotal evidence strongly indicates that threats increase in schools nationwide after a shooting has occurred anywhere in the United States. Students, teachers, school administrators and law enforcement officials should be more vigilant in noting disturbing student behavior in the days and weeks or even several months following a heavily publicized incident elsewhere in the country.

Step Four: Conduct Interviews

Name	Comments

F. DISCRIMINATION AND HARASSMENT POLICIES

TRCS believes that all students have a right to a safe and healthy school environment and will not tolerate behavior that infringes on the safety of any student. Any complaints that are filed are to follow the chain of command as outlined in the Student Handbook, unless there is a threat of safety concerned in which the complaint should go straight to administration. There is an anonymous tip report link located on the TRCS website.

STUDENT SEXUAL HARASSMENT POLICY

Twin Rivers Charter School is committed to making the schools free from sexual harassment and discrimination, harassment, intimidation, and bullying. Sexual harassment is a form of sex discrimination under Title IX of the Education Amendments of the Civil Rights Act of 1972 and is prohibited by both federal and state laws. TRCS prohibits sexual harassment of students by other students, employees or other persons, at school or at school-sponsored or school-related activities. Sexual harassment is defined in Education Code to mean unwelcome sexual advances; requests for sexual favors; or verbal, visual, or physical conduct of a sexual nature, made by someone from or in the educational setting. The superintendent or his/her designee shall ensure that district students receive age-appropriate instruction about their rights to be free from sexual harassment, TRCS procedure for reporting and investigating complaints of sexual harassment including with whom a complaint should be filed.

TRCS prohibits conduct that has the purpose or effect of having a negative impact on the individual's work or academic performance, or that is sufficiently severe, persistent, or pervasive to create an intimidating, hostile, or offensive educational environment.

TRCS further prohibits sexual harassment that conditions a student's status, progress, benefits, services, honors, program or activities based on submission to such conduct.

Any student who feels that he/she is being, or has been, sexually harassed by a school employee, another student, or a non-school employee at school or at a school-related event, shall immediately contact his/her teacher or any other district employee. An employee who receives such a complaint shall report it in accordance with administrative procedures/regulations. Students who violate this policy may be subject to discipline, up to and including expulsion, in accordance with district policy, administrative procedure and state law.

Employees who violate this policy shall be subject to discipline up to and including dismissal. Any disciplinary action shall be in accordance with applicable federal and state laws and/or collective bargaining agreements.

TRCS believes that it can resolve issues of discrimination, harassment, intimidation, and bullying at the school site. Reference BP 5145.7 and AR 5145.7 and BP 0410 and AR 0410 for full policies.

DEFINITIONS

Sexual Harassment: Any form of discrimination which includes, but is not limited to, unwelcome sexual advances, requests, or other verbal visual or physical conduct of a sexual nature made by someone from or in the educational setting under any of the following conditions:

Submission to the conduct is explicitly or implicitly made a term or condition of an individual's academic status or progress; or

Submission, or rejection of, the conduct by an individual is used as a basis of academic decisions affecting the individual; or

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; or

Submission to, or rejection of, the conduct by an individual is used as a basis for any decision affecting the individual regarding benefits and services, honors, programs or activities available at or through the educational institution.

Unwelcome Conduct:

Some examples of sexual harassment may include, but are not limited to:

Deliberate written or oral comments, gestures, or physical contact of a sexual nature or demeaning to one's gender, which are unwelcome or interfere with school productivity;

Implicit or explicit sexual behavior by a fellow student, district employee, or other person within the school environment that has the effect of controlling, influencing or otherwise affecting the school environment;

Unwelcome suggestive, vulgar, or obscene letters, notes, posters, calendars, or other visual products, or derogatory comments slurs, and/or jokes of a sexual nature.

Hostile Educational Environment: A hostile educational environment is created when sexual harassment is sufficiently severe, or objectively offensive AND persistent or pervasive.

Sufficiently Severe: Physical incidents (including but not limited to touching) are more likely to be severe without need for repetition. Touching of another's genitals, buttocks, or breasts can be considered severe depending on the age of the student(s). If an incident is severe, it does not have to be persistent or pervasive to be sexual harassment.

Objectively Offensive: The behavior is such that a reasonable person would consider the behavior offensive. The behavior sometimes may involve physical threats, humiliation, intimidation, or ridicule.

Persistent or Pervasive: Persistent such that the behavior may be repeated, continuing beyond the usual, not stopping, or continuing even though others want the behavior to stop; OR pervasive such that the behavior is widespread, openly practiced, well-known among students or employees, occurring in public, occurring with regularity, or know but nobody talks about it.

Sexual Violence: Physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent (e.g., due to the student's age or use of drugs or alcohol, or because an intellectual or other disability prevents the student from having the capacity to give consent). A number of different acts fall into the category of sexual violence including rape, sexual assault, sexual battery, sexual abuse, and sexual coercion. All such acts are forms of sex discrimination prohibited by Title IX.

Responsible Reporter: ALL school employees are considered "Responsible Reporters" of sexual harassment. Any employee who witnesses, suspects, or receives notification involving a student or students, is required to report the sexual harassment to an administrator or designee.

GENERAL INFORMATION REGARDING INFORMAL REPORTS/COMPLAINTS OF SEXUAL HARASSMENT

Confidentiality: To the extent possible, the privacy of the persons involved will be protected. The principal, site administrator, or designee will evaluate the request for confidentiality and make the determination as to whether confidentiality may be possible. Disclosures may be required by law or to those who need to know within the context of the investigation, analysis, appeal, prevention of recurrence, or correction of misconduct. Therefore, a guarantee of confidentiality is not provided. Should an accuser or reporter request confidentiality and that no action be taken, TRCS must still discharge its duties and obligations to prevent and correct the sexual harassment.

Disciplinary Action: State law requires a recommendation for expulsion for students who are found to have committed sexual assault or sexual battery, however, state law also prohibits suspension and expulsion of students in Kindergarten through third grades for this conduct. Depending upon the nature of the confirmed conduct, the individual facts, and the age of the children involved, there could be a range of sanctions applied. Appropriate discipline will be determined on an individual basis by the school site for conduct involving students in grades three and below.

Retaliation: TRCS prohibits retaliation against any participant in the reporting and complaint process including witnesses. A separate Uniform Complaint may be filed if retaliation occurs against any individual involved in the processing of discrimination, harassment, or bullying complaint. Each complaint shall be investigated promptly and in a manner which respects the privacy of all parties concerned. Follow up with the student will occur to ensure the harassment has stopped and that there is no retaliation.

Criminal Complaints: Students, parents or guardians have a right to file a criminal report or complaint and a Title IX report or complaint simultaneously.

FILING AN INFORMAL REPORT/COMPLAINT OF DISCRIMINATION, HARASSMENT, INTIMIDATION, AND BULLYING BASED ON SEX

TRCS believes discrimination, harassment, intimidation and bullying issues may be resolved at the school site. As such, students, parents, or guardians may report any act of discrimination, harassment, intimidation or bullying based on sex (in any area covered by Title IX, including sexual harassment) by a student, staff member or third party directly to the school site's principal or school site administrator for immediate resolution at the school site. Investigation of Reports or

Informal Complaints: The responsible school official will conduct a prompt, thorough and impartial investigation into the complaint, which will include, but is not limited to, interviewing the accuser and the accused, asking each to provide names of witnesses, interviewing potential witnesses, and gathering relevant evidence. When sex-based discrimination, harassment, intimidation, and bullying is reported, interim steps will be taken to stop harassment and protect the accuser from further harassment pending outcome of the investigation and/or complaint. A thorough investigation is required to protect the accuser, afford due process to the accused, and to ensure resolution of the issue(s). A student, or parent or guardian is not required to attempt resolution through the school site before contacting TRCS Title IX Coordinator.

At any time during the process students, parents, or guardians, may contact the Title IX Coordinator to report or file an informal complaint directly with TRCS at:

Lynn A. Ryan, Title IX Coordinator
Twin Rivers Charter School
4100 Normal Street, Room 2129
San Diego, CA 92103
lryan@sandi.net
619-725-7225
FAX: 725-5529

FILING A FORMAL OR UNIFORM COMPLAINT FOR SEX-BASED DISCRIMINATION, HARASSMENT, INTIMIDATION, AND BULLYING

Pursuant to Board Policy and Administrative Policy 1312.3, at any time during the site- resolution process students, parents, or guardians may file a Uniform Complaint. The Uniform Complaint Form can also be obtained from the school, TRCS's Uniform Complaint Compliance Office, Legal Services Office, Quality Assurance Office, or online.

Filing a complaint: A complaint may be filed by a student or parent/guardian by obtaining a copy of the Uniform Complaint Form (BP and AR 1312.3) from the school or TRCS's Uniform Complaint Compliance Office or district website. Remedies available outside of TRCS are listed in this procedure.

Investigation: TRCS will undertake an effective, thorough, and objective investigation of the allegations and provide a written report within 60 days of the date of receipt of the Uniform Complaint. The report will include a summary of the facts, a decision on the complaint, reason for the decision and corrective actions (if applicable) that have or will be taken, including remedies for the victim. The complainant has the right to present witnesses and evidence. The Superintendent or his/her designee shall ensure that any complaint received is investigated in accordance with district administrative

procedures and that school personnel take immediate steps to intervene when safe to do so, when they witness any act of harassment.

Action: When an allegation of sexual harassment is validated by the investigation and disciplinary action is necessary, the superintendent and/or designee will determine the appropriate course of action to prevent reoccurrence and follow up with the harassed student, depending upon whether the harasser is a student, staff member or agent of TRCS. If the complaint of sexual harassment is validated the superintendent and/or designee shall take prompt, appropriate action to end the harassment and to address the effects on the victim. If TRCS determines that its policies prohibiting discrimination, harassment, intimidation or bullying based on sex have been violated, disciplinary action, up to and including expulsion (for students) or dismissal (for employees) may occur. Remedial actions, which are designed to end the harassment, prevent its recurrence and address its effects on the harassed student, will be provided to the victim. Remedial action(s) will also be required of the school site.

Confidentiality: The privacy of the persons involved will be protected to the extent possible. Disclosures may be required by law or to those who need to know within the context of the investigation, analysis, appeal, prevention of recurrence, or correction of misconduct. Therefore, a guarantee of confidentiality is not provided. Should an accuser or reporter request confidentiality and that no action be taken, TRCS must still discharge its duties and obligations to prevent and correct the sexual harassment.

Statute of Limitations: Uniform complaints alleging discrimination, harassment, intimidation and bullying based on sex (including sexual harassment and sexual violence) must be filed no later than six months from the date the complainant first obtained knowledge of the facts of the alleged sexual harassment. The six- month period may be extended for good cause, not to exceed an additional 90 days. A written request for an extension to the six-month period will be reviewed for consideration by the Uniform Complaint Compliance Office. The written request must include an enumeration of the allegation(s) if not previously submitted, and the reasons the complainant is requesting an extension of the six- month statute of limitations.

Retaliation: TRCS prohibits retaliation against any participant in the reporting and complaint process including witnesses. A separate Uniform Complaint may be filed if retaliation occurs against any individual involved in the processing of discrimination, harassment, or bullying complaint. Each complaint shall be investigated promptly and in a manner which respects the privacy of all parties concerned. Follow up with the student will occur to ensure the harassment has stopped and that there is no retaliation. A student or parent/guardian is not required to attempt resolution through the school site before contacting TRCS Title IX Coordinator and/or filing a formal Uniform Complaint.

Lynn A. Ryan, Uniform Complaint Compliance Officer
Twin Rivers Charter School
4100 Normal Street, Room 2129
San Diego, CA 92103
lryan@sandi.net
619-725-7225
FAX: 725-5529

Reference BP 1312.3 and AR 1312.3 for full policies.

A student who has a report or complaint of sexual harassment or of discrimination, harassment, intimidation, and bullying based on sex shall immediately contact his/her teacher or any other district employee. For questions or additional information or if a complaint cannot be resolved at the site level, or at any time, the student may contact:

Karen Villalobos, Title IX Coordinator
Twin Rivers Charter School
2510 Live Oak Blvd
Yuba City, CA 95991
kvillalobos@twinriverscharterschool.org
530-755-2872

Print version of this page: [English](#) [Spanish](#)

[Relevant District Policies](#)

[Nondiscrimination in District Programs and Activities - BP 0410](#)

[Nondiscrimination in District Programs and Activities \(Sex-Based\) - AR 0410](#)

[Student Sexual Harassment Policy - BP 5145.7 and AR 5145.7](#)

[Uniform Complaint Procedures](#)

[Office for Civil Rights](#)

[U.S. Department of Education](#)

[Office for Civil Rights](#)

[Lyndon Baines Johnson Department of Education Bldg](#)

[400 Maryland Avenue, SW](#)

[Washington, DC 20202-1100](#)

[Telephone: 800-421-3481](#)

[FAX: 202-453-6012; TDD: 800-877-8339](#)

[Email: \[OCR@ed.gov\]\(mailto:OCR@ed.gov\)](#)

[Main Page-Office for Civil Rights \(OCR\)](#)

[Know Your Rights: Title IX Prohibits Sexual Harassment and Sexual Violence Where you Go to School](#)

[Know Your Rights: Title IX Requires Your School to Address Sexual Violence](#)

[How to File a Discrimination Complaint with the OCR](#)

[OCR-Discrimination Complaint Form](#)

[California Department of Education](#)

[Office of Equal Opportunity](#)

G. SCHOOL WIDE DRESS CODE POLICY

Twin Rivers Charter School believe it is the parents' responsibility to enforce the school standards of dress. Dress code violations are preventable with the proper exercise of parental concern and authority. School uniforms must be worn daily by all students, except on free dress days. If a student comes to school not in uniform, the parent will be called to bring them the appropriate clothing.

TRCS believes it is the parents' responsibility to enforce the school standards of dress. Dress code violations are preventable with the proper exercise of parental concern and authority. School uniforms must be worn daily by all students, except on free dress days. If a student comes to school not in uniform, the parent will be called to bring them the appropriate clothing.

Colors: TK through 5th grade colors are solid navy blue or white; 6th - 8th colors are solid navy blue, white, or red. The TRCS dress code does not include any type of plaid, logo, or corduroy fabric.

SHIRTS/TOPS ALLOWED:

- Shirts may be polo style (no logos), oxford, turtleneck, and/or Peter Pan collar
- Undershirts may not be visible through uniform shirts
- Jumpers (plain/simple design) may be worn, but must be worn with a uniform shirt under

BOTTOMS ALLOWED:

- Navy blue or khaki pants (capris, shorts, skorts, skirts, khaki colored jeans)
- Pants and shorts can either be plain front or pleated with straight or elastic waists.
- Skorts, skirts, and jumpers are plain with minimal pleats at the waist
- Navy blue or white leggings under skirts and dresses (leggings may not be worn alone)
- Joggers

BOTTOMS NOT ALLOWED

- "Cargo pants" or any pants/skirts/shorts/skorts with multiple items (e.g., 3 or more buckles, zippers, and/or pockets)
- Short bottoms where the inside inseam is less than 6" in grades 4-8
- Athletic shorts/pants (pants with an elastic waist)
- Leggings
- Jeggings (tight fitting stretch pants also called 'ponte pants', styled to resemble a pair of denim jeans)

SHOES/SOCKS:

For safety reasons, only closed-toed shoes may be worn and must have a strap that goes around the heel. Athletic shoes are required for P.E. in 4th-8th grades.

- Athletic sturdy or leather shoes
- Heels may not be higher than ½ half inch
- Cowboy boots are not recommended
- No light up shoes
- Socks are to be white, navy blue (or red for Middle School), please keep logos on socks to a minimum
- Nylons and tights must be a solid color, in school colors

OUTERWEAR:

Coats and winter jackets worn outside are not subject to the uniform policy but they must be removed when the student enters the buildings, and must be free of any depiction of violence, profanity, advertisements, vulgar terms or pictures, or logos. No oversized jewelry, hair wreaths, and/or headbands. Headbands must sit flat against the head.

In order to follow the dress code we recommend purchasing navy or white (red is allowed for middle school) sweaters/sweatshirts for students to wear inside the classroom.

FREE DRESS

On free dress days, students should be dressed neatly and appropriately for our school environment.

Please follow the guidelines of this policy. Modest attire should be worn. Students may not wear the following:

- Athletic wear (spandex, jeggings, leggings, ponte pants, sweatpants, basketball shorts)
- No bottoms with an inseam less than 6"
- Tank tops, halter tops, low cut under the arms, chest, or ones that expose the mid-section, shirts with spaghetti straps (thinner than 2 inches)
- T-shirts depicting violence, profanity, advertisements, vulgar terms or pictures, or negative individual and/or group activity
- Clothing such as oversized bottoms, oversized jewelry, or headbands that do not sit flat against the head, and/or hairstyles perceived as a gang symbol or affiliation
- Pants/Shorts/Skirts with holes, ripped, frayed, or patches
- Pajama pants, pajama shirts, slipper type shoes
- Exposed undergarments
- Hats, beanies, mittens and/or scarves may be only worn outside

If your child wears something considered inappropriate, you will be called and will need to bring your child appropriate attire. Your child will remain in class until the appropriate attire is brought to them. Your child will miss recess/break time until the appropriate clothing items are brought. If an article of clothing is questionable, then please do not have them wear it. Students that habitually violate the uniform policy will be subject to further discipline.

H. CAMPUS VISITOR PROCEDURES

To ensure the safety and security of our students and staff, all visitors are required to follow the district check-in/check-out procedures. TRCS has a security system and all outside doors are locked during the instructional day. All visitors must use the front entrance to enter the office and identify themselves and the purpose of their visit to gain admittance to the school. All visitors to the school must present their identification card, register and obtain a visitor badge.

- If you are planning to visit a classroom or other area of the building during the school day, you should set an appointment prior to the date of the visit. Volunteers must complete the volunteer packet and be approved prior to campus entrance. Except for an emergency, requests to meet with a classroom teacher or other staff member should be made at least 48 hours in advance to allow the school sufficient time to make arrangements.
- Once registered, through our Raptor visitor system, the visitor will be issued a Visitor Identification Badge which must be displayed at all times while the visitor remains in the building or on school premises.
- Visitors must remain in approved areas only and at all times act in a manner appropriate to the safe functioning of the school environment.
- Upon conclusion of the visit, visitors must return to the office, sign out of the RAPTOR system, and return/discard their visitor badge.
- Should a red flag be indicated, the front office will use the office lockdown button to restrict campus access.

I. SAFE AND ORDERLY ENVIRONMENT

SST Process:

The Student Study Team also commonly called a Student Success Team (SST) is a positive, team oriented approach to assisting students with a wide range of concerns related to their school performance and experience. The purpose of the SST is to identify and intervene early in order to design a support system for students having difficulty in the general education classroom. Either a staff member or parent can make a referral for an SST. The SST is different than a parent-teacher conference which focuses on improving communication and addressing specific class problems. The team usually consists of a parent, teacher, administrator, and support personnel from the school.

The SST meeting provides everyone with an opportunity to share concerns and develop a plan. The interventions agreed upon will vary depending on the child's needs. Follow-up meetings are scheduled to ensure that the plan is working and to make adjustments to ensure student success. The Student Study Team is an efficient and effective way to bring together all the resources in the best interest of helping students reach their potential.

Social Emotional Supports:

Second Step

Second Step SEL is research-based, teacher-informed, and classroom-tested to promote the social-emotional development, safety, and well-being of children from Early Learning through Grade 8. Students participant in Second Step learn and practice vital social skills, such as empathy, emotion management, problem solving and cooperation. These essential life skills help students in the classroom, on the playground and at home.

Research indicates that children who are socially competent perform better academically. Second Step lessons give tools to help children become socially skilled and develop strong bonds to school. The engaging photo-lesson cards show adults and children expressing emotions and solving problems in real-life situations. Lesson cards include objectives, scripts, discussion questions, role-plays and other activities. Lively classroom videos also spark discussion, enriching students' learning of important social and emotional skills.

Whole Child Support System

The school focuses on using self and teacher recommended identification for those students in need of Tier II and Tier III supports in the areas of behavior and social emotional supports. Once placed in an intervention, data is used to track student progress.

Drug Prevention Program:

TRCS collaborates with local agencies such as Sutter County Probation and Sutter Yuba Mental Health to implement drug prevention programs. The programs are offered to students grades 6-8.

Positive Behavior Intervention and Supports (PBIS): (refer to TRCS PBIS Handbook)

School-wide Positive Behavior Interventions and Supports is a systems approach to establishing the social culture and behavioral supports needed for all children in a school to achieve both social and academic success. PBIS is not a packaged curriculum, but an approach that defines core elements that can be achieved through a variety of strategies. The core elements at each of the three tiers in the prevention model are defined below:

- Behavioral Expectations Taught
- Reward system for appropriate behavior
- Clearly defined consequences for problem behavior
- Differentiated instruction for behavior
- Continuous collection and use of data for decision-making
- Universal screening for behavior support

Anonymous Bullying Reporting System:

Parents and students can report bullying anonymously through the ANONYMOUS REPORTING tab, located on the TRCS website. The report alerts all school site safety team members.

Suicide Prevention Policy: (refer to TRCS Suicide Prevention Policy for full policy)

PREVENTION

Suicide Prevention Coordinator

TRCS will appoint a Suicide Prevention Coordinator who will be responsible for planning and coordinating implementation of this policy for the school district. The coordinator will act as a point of contact in each school issue relating to suicide prevention and policy implementation. All staff members shall report students they believe to be at elevated risk for suicide to the school Suicide Prevention Coordinator.

2019-2020 Suicide Prevention Coordinator: Chrissy Jolly

Staff Professional Development

At least annually, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention). Staff training can be adjusted year-to-year based on previous professional development activities and emerging best practices.

Employees of the TRCS and their partners must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

Parent/Guardian(s) Participation and Education

To the extent possible, parent/guardian(s) should be included in all suicide prevention efforts. At a minimum, schools shall make the the TRCS Suicide Prevention Policy and procedures available to parent/guardian(s). This Suicide Prevention Policy shall be prominently displayed on the TRCS website and referenced in the Student/Parent Handbook. Parent/guardian(s) are invited to provide input on the evaluation of this policy by contacting the Suicide Prevention Coordinator.

Resource:

Parents as Partners: A Suicide Prevention Guide for Parents is a booklet that contains useful information for parents/guardians/caregivers who are concerned that their children may be at risk for suicide.

<https://www.save.org/product/parents-as-partners/>

Student Participation and Education

TRCS will implement a school wide social emotional curriculum to promote mental health:

Second Step

Second Step SEL is research-based, teacher-informed, and classroom-tested to promote the social-emotional development, safety, and well-being of children from Early Learning through Grade 8. Students who participate in Second Step learn and practice vital social skills, such as empathy, emotion management, problem solving and cooperation. These essential life skills help students in the classroom, on the playground and at home. Second Step lessons give tools to help children become socially skilled and develop strong bonds to school.

Social Emotional & Climate Screeners

TRCS will administer a social emotional survey, for all grades, and a climate survey, for grades 3-5, at least once a year. The data will be used to identify and recommend placement of students into multi-tiered level of response interventions, and monitor progress. The data will also be shared with staff and board members once a year. Students may also be identified for intervention placement by a teacher referral, *Request for Assistance* form, and by parent referral, *Behavioral and/or Social Emotional Parent Input* form.

Staff Referral

When a student is identified by a staff person as potentially suicidal, i.e., verbalizes about suicide, presents overt risk factors such as agitation or intoxication, the act of self-harm occurs, or a student self-refers, the student will be seen by a staff member for assessment. For youth at risk:

1. School staff will continuously supervise the student to ensure their safety.
2. The principal and school Suicide Prevention Coordinator will be made aware of the situation as soon as reasonably possible.
3. The Suicide Risk Assessment will be administered.
4. The school suicide prevention coordinator, mental health professional or administrator will contact the student's parent or guardian, as described in the Parent Notification section. Determination of immediate notification should follow a formal initial assessment to ensure that the student is not endangered by parental notification. When appropriate, a referral will be made which could include calling emergency services or calling local law enforcement to take the student to Sutter-Yuba Behavioral Health Services at Rideout but most cases will involve setting up an outpatient mental health or primary care appointment by communicating the reason for referral to the healthcare provider.
5. Staff will ask for student's parent or guardian to sign the TRCS *Authorization for Release of Protected Health Information* form to discuss the student's health with outside care, and complete the *Suicide Prevention Referral Reporting Information* form.

If the student is in imminent danger (Has access to a gun, is on the rooftop, or in other unsafe conditions), a call should be made to 911.

Suicide Risk Assessment

Once a student is identified as potentially suicidal, they will be given the *Suicide Risk Assessment* by the Suicide Prevention Coordinator, administrator or counselor. If the coordinator, administrator or counselor are unavailable then the staff member left in charge will administer the assessment.

Parent Notification

The *Suicide Prevention Referral Reporting Information* form and resources in the school and community will be prominently disseminated to parent/guardian(s) to ensure continuing care for the student to be identified at risk of suicide. The parent/guardian(s) will need to provide documentation of follow-up care to the school as notified on the form.

Students

Students shall be encouraged to notify a staff member, directly or through the bullying report link located on the TRCS website, when they are experiencing emotional distress, suicidal ideation or have knowledge of another student's emotional stress, suicidal ideation or attempt.

In School Suicide Attempts

In the case of an in-school suicide attempt during the school day on campus, the health and safety of the student is paramount. It is important to remember that the health and safety of the student and those around him/her is critical.

The following steps should be implemented:

1. Remain calm, remember the student is overwhelmed, confused, and emotionally distressed.
2. School staff will supervise the student and provide medical first aid (if applicable) to ensure their safety until professional medical treatment and/or transportation can be received, following district emergency medical procedures.
3. Immediately contact the administrator or suicide prevention coordinator, call 911 if applicable.
4. Staff will move all other students out of the immediate area as soon as possible.
5. Parents/guardians/caregivers should be contacted as soon as possible.
6. Do not send the student away or leave them alone, even if they need to go to the restroom.
7. Listen and prompt the student to talk.
8. Review options and resources of people who can help.
9. Be comfortable with moments of silence as you and the student will need time to process the situation.
10. Provide comfort to the student.

Out of School Suicide Attempts

If a suicide attempt by a student is outside of TRCS property, it is crucial that the school protects the privacy of the student and maintain a confidential record of the actions taken to intervene, support, and protect the student. The following steps should be implemented:

1. Contact the parents/guardians/caregivers and offer support to the family.
2. Discuss with the family how they would like the school to respond to the attempt while minimizing widespread rumors among teachers, staff, and students.
3. Obtain permission from the parents/guardians/caregivers to share information to ensure the facts regarding the crisis is correct.
4. Designate a staff member to handle media requests.
5. Provide care and determine appropriate support to affected students.
6. Offer to the student and parents/guardians/caregivers steps for re-entry to school.

If a staff member becomes aware of a suicide attempt by a student that is in progress in an out-of-school location, the staff member will:

1. Call the police and/or emergency medical services, such as 911.
2. Inform the student's parent or guardian.
3. Inform the school suicide prevention coordinator and principal. If the student contacts the staff member and expresses suicidal ideation, the staff member should maintain contact with the student (either in person, online, or on the phone). The staff member should then enlist the assistance of another person to contact the police while maintaining verbal engagement with the student.

Tobacco Free School District

- The agency's tobacco-free policy prohibits the use of tobacco products any time in agency owned or leased buildings, on agency property, and in agency vehicles. The agency has established written procedures to enforce this policy.
- The agency's tobacco-free policy specifically prohibits the use of electronic cigarettes or other devices that deliver a vaporized liquid.
- Policy and enforcement procedures have been communicated clearly to agency personnel, parents, students, and the larger community.
- Permanent signs stating, "Tobacco Use is Prohibited" are prominently displayed at all entrances to all agency properties/locations.
- Information about tobacco cessation support programs is made available and encouraged for students and staff.

J. BULLYING- Board Policy

TRCS believes that all students have a right to a safe and healthy school environment. The school and community have an obligation to promote mutual respect, tolerance, and acceptance.

The TRCS will not tolerate behavior that infringes on the safety of any student. A student shall not intimidate, harass, or bully another student through words or actions, especially if based on their actual or perceived sexual orientation and gender identity/gender expression, as well as race, ethnicity, nationality, gender, disability, and religion.

This policy applies to students on school grounds, while traveling to and from school or a school-sponsored activity, during the lunch period, whether on or off campus, and during a school sponsored activity.

Definition

Bullying is a pattern of aggressive, intentional or deliberately hostile behavior that occurs repeatedly and over time. Bullying behaviors normally fall into three categories, physical, emotional and verbal; and may include, but are not limited to, intimidation, assault; extortion; oral or written threats; teasing; putdowns; name-calling; threatening looks; gestures, or actions; rumors; false accusations; hazing, social isolation, and cyber-bullying.

Student Instruction/Awareness

Teachers will discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of bullying. Ongoing instruction is to be provided through activities that TRCS teachers will utilize throughout the year. With the support of staff and parents, students at TRCS will learn the following:

- How to refuse to let others be bullied and speak up if they see bullying
- How to reach out to students that are being bullied and be a friend
- How to include all students that want to be involved in games, especially those that are often left out
- How to promptly report incidences of bullying to help prevent bullying

Staff Awareness/Action

School personnel shall receive a copy of our anti-bullying policy to ensure a consistent approach is adopted on a school-wide basis. TRCS will provide staff development training in bullying prevention and cultivate acceptance and understanding in all students and staff to build each school's capacity to maintain a safe and healthy learning environment annually. Additionally, staff will do the following to prevent bullying and help children feel safe at school:

- Supervise children in all areas of the school and playground
- Watch for signs of bullying and respond to it when it happens
- Respond quickly and let the student know that you will be making a report and offer support

Student/Parent Action

Twin Rivers Charter School encourages students and parents who become aware of an act of bullying to immediately report the incident(s) to a school administrator for further investigation. Any student who retaliates against another for reporting bullying will also be subject to consequences.

Complaint/Investigative Procedure

All students shall be informed of their right to protection against bullying behaviors and the right to file a complaint if they believe they have been the victim of bullying behavior. School administrators are responsible for investigating each complaint, determining if the complaint is legitimate in accordance with the above definition, and taking appropriate corrective action. Any student (be they the victim or the bystander) may initiate a complaint by completing a confidential Bullying report. These forms will be available in the office and online.

Intervention/Consequences

Reports of bullying are taken seriously and will be dealt with quickly and effectively. If a student is found guilty of bullying behavior the consequences shall depend on both the results of the investigation and the severity of the incident as determined by the school administration. If it is determined to mean and/or hurtful but not exactly “bullying” per our definition, those behaviors will be dealt with in accordance of our student progressive discipline plan. Consequences for bullying specifically will include the following:

- First offense: 1-3 Suspension
- Second offense: 3-5 Suspension
- Third offense: Expulsion

Depending on the severity of the incident, a referral to local law enforcement agency may be warranted.

Board Approved: 2/17/2016

K. Cyber Safety- Board Policy

Cyber-safety awareness and training will be required while putting into practice social and professional etiquette relating to electronic devices. In addition to the rules outlined in these guidelines, students will be expected to comply with all class and school rules. The use of a cell phone is not a right but a privilege. When abused, the privileges will be withdrawn. The following are considered more serious offenses/infractions of the Cyber Code of Conduct and will be referred directly to the administration to be reviewed:

- Students are strictly prohibited from using cell phones or any electronic device to capture images in locker rooms, restroom areas or any other area prohibited by the campus/district
- Students are strictly prohibited from posting or sharing any fights/interactions
- Students are strictly prohibited from using Social Media (e.g. Facebook, Facetime, Instagram) to post pictures or take video while on school campus.
- Students are strictly prohibited from “bullying”, particularly cyberbullying, or posting of any derogatory statements about students, faculty, or *staff via text message or Social Media*.

The Cyber Safety Code of Conduct is in support of Educational Code Section 32261. If there is a reasonable cause to believe that any cell phone or electronic device has been used in the transmission of reception of communications prohibited by law, policy, or regulation, students will be subject to disciplinary action at the discretion of administration which could include disenrollment.

L. Reporting Communicable Diseases

It is the expectation that if an employee has any of the diseases or conditions listed below that they will report to the administration to make a health report.

Sutter County Health Department : Title 17, California Code of Regulations (CCR) §2500, §2593, §2641.5-2643.20, and §2800-2812 Reportable Diseases and Conditions*

§ 2500. REPORTING TO THE LOCAL HEALTH AUTHORITY.

- § 2500(b) It shall be the duty of every health care provider, knowing of or in attendance on a case or suspected case of any of the diseases or conditions listed below, to report to the local health officer for the jurisdiction where the patient resides. Where no health care provider is in attendance, any individual having knowledge of a person who is suspected to be suffering from one of the diseases or conditions listed below may make such a report to the local health officer for the jurisdiction where the patient resides.
- § 2500(c) The administrator of each health facility, clinic, or other setting where more than one health care provider may know of a case, a suspected case or an outbreak of disease within the facility shall establish and be responsible for administrative procedures to assure that reports are made to the local officer.
- § 2500(a)(14) "Health care provider" means a physician and surgeon, a veterinarian, a podiatrist, a nurse practitioner, a physician assistant, a registered nurse, a nurse midwife, a school nurse, an infection control practitioner, a medical examiner, a coroner, or a dentist.

URGENCY REPORTING REQUIREMENTS [17 CCR §2500(h)(i)]

⓪!	Report immediately by telephone
†	Report immediately by telephone when two or more cases or suspected cases of foodborne disease from separate households are suspected to have the same source of illness
⓪	Report by telephone within one working day of identification
FAX ⓪ ☒	Report by electronic transmission (including FAX), telephone, or mail within one working day of identification
WEEK	All other diseases/conditions should be reported by electronic transmission (including FAX), telephone, or mail within seven calendar days of identification.

REPORTABLE COMMUNICABLE DISEASES §2500(j)

Disease Name	Urgency	Disease Name	Urgency
Anthrax, human or animal	⓪!	Lyme Disease	WEEK
Botulism (Infant, Foodborne, Wound, Other)	⓪!	Measles (Rubeola)	⓪!
Campylobacteriosis	FAX ⓪ ☒	Meningitis, Specify Etiology: Viral, Bacterial, Fungal, Parasitic	FAX ⓪ ☒
Chickenpox (Varicella) (Outbreaks, hospitalizations and deaths)	FAX ⓪ ☒	Meningococcal Infections	⓪!
Coronavirus Disease (COVID-19)	⓪!	Mumps	WEEK
Diphtheria	⓪!	Novel Coronavirus Infection	⓪!
Encephalitis, Specify Etiology: Viral, Bacterial, Fungal, Parasitic	FAX ⓪ ☒	Novel Virus Infection with Pandemic Potential	⓪!
Foodborne Disease	†FAX ⓪ ☒	Pertussis (Whooping Cough)	FAX ⓪ ☒
Giardiasis	WEEK	Rabies, human or animal	⓪!
Hantavirus Infections	FAX ⓪ ☒	Shigellosis	FAX ⓪ ☒
Hepatitis A, acute infection	FAX ⓪ ☒	Tetanus	WEEK
Hepatitis B (specify acute, chronic, or perinatal)	WEEK	Tuberculosis	FAX ⓪ ☒

Influenza-associated deaths in laboratory-confirmed cases less than 18 years of age	WEEK	West Nile Virus (WNV) Infection	FAX ☎ ☒
Influenza due to novel strains (human)	☎ !	OCCURRENCE of ANY UNUSUAL DISEASE	☎ !
Poliovirus Infection	FAX ☎ ☒	OUTBREAKS of ANY DISEASE (Including diseases not listed in §2500). Specify if institutional and/or open community.	☎ !

REPORTABLE NONCOMMUNICABLE DISEASES AND CONDITIONS §2800–2812 and §2593(b)

Disorders Characterized by Lapses of Consciousness (§2800-2812)

Pesticide-related illness or injury (known or suspected cases)**

Cancer, including benign and borderline brain tumors (except (1) basal and squamous skin cancer unless occurring on genitalia, and (2) carcinoma in-situ and CIN III of the Cervix) (§2593)***

* The Confidential Morbidity Report (CMR) is designed for health care providers to report those diseases mandated by Title 17, California Code of Regulations (CCR). The CMR form can be found here: [Communicable Disease Reporting Forms](#) . Failure to report is a misdemeanor (Health & Safety Code §120295) and is a citable offense under the Medical Board of California Citation and Fine Program (Title 16, CCR, §1364.10 and 1364.11).

** Failure to report is a citable offense and subject to civil penalty (\$250) (Health and Safety Code §105200).

*** The Confidential Physician Cancer Reporting Form may also be used. See Physician Reporting Requirements for Cancer Reporting in CA at: www.ccrca.org.

Revised 03/2020

TRCS Covid Safety Plan

General Measures

This plan is based on the best available public health data at this time, international best practices currently employed, and the practical realities of managing school operations. Twin Rivers Charter School (TRCS) will establish and continue communication with local and state authorities, our county health officer, and with other schools and school partners in our region regularly to review updated guidance. TRCS will provide training and instruction to employees on the safety plan, Covid hazards and Covid related benefits. Any substantial changes to the safety guidance will be communicated at the monthly board meetings and shared with the school community through our weekly Tiger Tracks and Parent Square Communication.